

Application #	
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**No Child Left Behind Act of 2001**  
**Revised March 19, 2003**  
**LOCAL EDUCATION AGENCY PLAN**

**Mail original and  
two copies to:**

**California Department of Education  
Specialized Programs Division  
1430 N Street, Suite 4309  
Sacramento, California 95814-5901**

**Postmarked no later  
than June 1, 2003**

**LEA Plan Information:**

Name of Local Education Agency (LEA): **CALAVERAS UNIFIED SCHOOL DISTRICT**  
County/District Code: **05 61564**  
Dates of Plan Duration: **July 1, 2003 to June 30, 2008 (to be updated annually)**  
Date of local governing board approval: **May 27, 2003**

District Superintendent: **James L. Frost**  
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**Signatures** (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

**James L. Frost** **5/27/2003**  
Printed or typed name of Superintendent Date Signature of Superintendent

**Zerrall McDaniel** **5/27/2003**  
Printed or typed name of Board President Date Signature of Board President

# TABLE OF CONTENTS

TOPIC	PAGE
<b><u>Part I – Background and Overview</u></b>	
<i>Background</i> .....	5-6
<i>Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and the Coordinated Compliance Review Process</i> .....	6
<i>Development Process for the LEA Plan</i> .....	7-9
<i>LEA Plan Planning Checklist</i> .....	10
<i>Federal and State Programs Checklist</i> .....	11
<i>District Budget for Federal and State Programs</i> .....	12-13
<b><u>Part II – The Plan</u></b>	
<i>Needs</i>	
<i>Assessments</i> .....	15-19
<i>Academic Achievement</i>	
<i>Professional Development and Hiring</i>	
<i>School Safety</i>	
<i>Descriptions – District Planning</i> .....	20
<i>District Profile</i> .....	20-25
<i>Local Measures of Student Performance</i> .....	26-27
<i>Performance Goal 1</i> .....	28-72
<i>Performance Goal 2</i> .....	73-91
<i>Performance Goal 3</i> .....	92-113
<i>Performance Goal 4</i> .....	114-131
<i>Performance Goal 5</i> .....	132-139
<i>Additional Mandatory Title I Descriptions</i> .....	140-150

**TABLE OF CONTENTS**  
(continued)

**Part III – Assurances and Attachments**

*Assurances*.....151-165

*Signature Page*.....166

*Appendix*

*Appendix A: California’s NCLB Performance Goals and Performance Indicators*167-168

*Appendix B: Links to Data Web sites*.....169

*Appendix C: Science-Based Programs*.....170-171

*Appendix D: Research-based Activities*.....172

*Appendix E: Promising or Favorable Programs*.....173-174

*Appendix F: NCLB Legislation, Sections 1111 through 1120 (separate attachment)*

# **Part I**

## **Background and Overview**

### *Background*

*Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and the Coordinated Compliance Review Process*

*Development Process for the LEA Plan*

*LEA Plan Planning Checklist*

*Federal and State Programs Checklist*

*District Budget for Federal and State Programs*

## ***Background***

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.**
- 2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- 3. By 2005-2006, all students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- 5. All students will graduate from high school.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, to be developed for each indicator, will be adopted by the SBE by May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, will constitute California's framework for ESEA accountability. This framework will provide the basis for the state's improvement efforts, for informing policy decisions by SBE, and for implementation efforts by CDE to fully realize the system envisioned by NCLB. It will also provide a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards,
- standards-aligned instructional materials,
- standards-based professional development,
- standards-aligned assessment, and
- an accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Coordinated Compliance Review process, **local education agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

### ***Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Coordinated Compliance Review Process***

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Education Agency Plan, the school-level Single Plan for Student Achievement, and the Coordinated Compliance Review. While inextricably linked, these four components of state and federal funding and accountability remain separate systems. Over the next year, however, **California plans to move aggressively to more closely coordinate and streamline these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

#### ***The Consolidated Application (ConApp)***

The Consolidated Application is the *fiscal* mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

#### ***The Single Plan for Student Achievement (School Plan)***

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code*

*Section 64001*), developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

### ***The Local Education Agency Plan (LEA Plan)***

The approval of a Local Education Agency Plan is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEA's will take to ensure that they meet certain ***programmatic*** requirements, including coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

### ***Coordinated Compliance Review (CCR)***

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. The Coordinated Compliance Reviews are conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify ***compliance*** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

### ***Development Process for the LEA Plan***

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan will be five years (July 1, 2003 through June 30, 2008); the Plan will be updated annually.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the

LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified underperforming student groups.

The LEA Plan can be completed using the following recommended steps for plan development:

1. Obtain input. Seek the input of councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.).

The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, and Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

2. Review LEA characteristics. Include the LEA's vision and mission statements as well as a description or profile of the LEA.
3. Analyze student performance and other relevant data. Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.
4. Analyze current educational practices, professional development, staffing, and parental involvement. Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.
5. Establish LEA Plan performance targets. Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from group performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.



6. Review available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <<http://www.cde.ca.gov>>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, 10<sup>th</sup> Grade Counseling, and Miller-Unruh Reading programs).
7. Identify specific plans for improvement. For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.
8. Obtain local governing board approval. The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed.
9. Monitor progress. To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.
10. Evaluate the effectiveness of planned activities. The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are **not** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?
11. Modify the plan. The LEA Plan must be reviewed and updated annually. Consider factors that may indicate a need to amend the plan, such as: a) a major service or activity that proves ineffective; b) a program allocation is less or more than estimated; c) staff, equipment, or materials essential to the plan cannot be procured; d) school boundaries or demographics suddenly change; e) an activity was found to be non-compliant; and f) a planned activity is not supported by staff, parents, or students.

You may use the checklist on the next page to indicate planning steps as they are completed.

**PLANNING CHECKLIST  
FOR LEA PLAN DEVELOPMENT  
(Optional)**

<b>LEA Plan – Comprehensive Planning Process Steps</b>	
√	1. Obtain input from councils, committees, and community members.
√	2. Include the LEA’s vision/mission statement, description/profile.
√	3. Analyze student performance data from multiple measures of relevant student assessment (both state- and local-level assessments).
√	4. Analyze current educational practices, professional development, staffing, and parental involvement.
√	5. Establish LEA performance targets derived from group performance data and scientifically based practices that are measurable, have a timeline, and identify participants.
√	6. Review all available resources from federal, state, and local levels.
√	7. Describe specific plans for improvement for identified participants stating expected performance gains and means of evaluating gains.
√	8. Obtain local governing board approval of the LEA Plan.
	9. Establish a timely but specific monitoring process for the implementation of the LEA Plan.
	10. Evaluate the effectiveness of planned improvements of LEA Plan implementation.
	11. Modify and update the LEA Plan annually.

## FEDERAL AND STATE PROGRAMS CHECKLIST

**Check (√) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.**

Federal Programs		State Programs	
√	Title I, Part A	√	EIA – State Compensatory Education
	Title I, Part B, Even Start	√	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	√	School Improvement
√	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
√	Title II, Part D, Enhancing Education Through Technology		Educational Equity
	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
√	Title IV, Part A, Safe and Drug-Free Schools and Communities	√	Tobacco Use Prevention Education (Prop 99)
√	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education	√	School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education	√	Tenth Grade Counseling
	McKinney-Vento Homeless Education	√	Healthy Start
√	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 <sup>st</sup> Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

## DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2002-2003

Please complete the following table with information for your district.

Programs	2001-02 District Carryovers	2002-03 District Entitlements	2002-03 Direct Services to Students at School Sites (\$)	2002-03 Direct Services to Students at School Sites (%)
Title I, Part A	\$199,927.	\$770,448.	\$824,819.	85%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	\$125,126.	\$94,320.	\$207,307.	94.04%
Title II, Part D, Enhancing Education Through Technology	\$0	\$23,020.	\$21,648.	94.04%
Title III, Limited English Proficient				
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities	\$3,608.	\$26,907.	\$28,730.	94.04%
Title V, Part A, Innovative Programs – Parental Choice	\$25,677.	\$103,674.	\$125,471.	97%
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education	-0-	\$352,232.	\$352,232.	100%
21 <sup>st</sup> Century Community Learning Centers				
Other (describe)				
<b>TOTAL</b>	<b>\$354,338.</b>	<b>\$1,370,601.</b>	<b>\$1,560,207.</b>	

## DISTRICT BUDGET FOR STATE PROGRAMS – 2002-2003

Please complete the following table with information for your district.

Categories	2001-02 District Carryovers	2002-03 District Entitlements	2002-03 Direct Services to Students at School Sites (\$)	2002-03 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	\$20,233.	\$55,719.	\$73,673.	97%
EIA – Limited English Proficient	\$9,206.	\$7,000.	\$15,720.	97%
State Migrant Education				
School Improvement	\$238,518	\$191,157.	\$416,785.	97%
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)	\$215.	\$6,658.	\$6,463.	94.04%
Immediate Intervention/ Underperforming Schools Program (II/USP)				
School Safety and Violence Prevention Act (AB 1113)	\$116,855.	\$74,533.	\$179,981.	94.04%
Tenth Grade Counseling	\$4,375.	\$6,532.	\$10,257.	94.04%
Healthy Start	\$49,812.	\$243,349.	\$275,689.	94.04%
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
<b>TOTAL</b>	<b>\$439,214.</b>	<b>\$584,948.</b>	<b>\$978,568.</b>	

## **Part II**

### **The Plan**

*Needs Assessments*

*Academic Achievement*

*Professional Development and Hiring*

*School Safety*

*Descriptions – District Planning*

*District Profile*

*Local Measures of Student Performance*

*Performance Goal 1*

*Performance Goal 2*

*Performance Goal 3*

*Performance Goal 4*

*Performance Goal 5*

*Additional Mandatory Title I Descriptions*

## *Needs Assessment*

The passage of NCLB imposes a number of significant new requirements on LEA's as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving student **academic performance**, **professional development and hiring**, and **school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

### Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

### Professional Development and Hiring

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

### School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A)).

**Calaveras Unified School District LEA Plan**  
**Needs Assessment – April, 2003**

**Performance Goal 1:** *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.*

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State’s assessment.

Content Standards Test - Reading (including sub-groups)

<b>Strengths</b>	<b>Weaknesses / Needs</b>
<ul style="list-style-type: none"> <li>▪ improvement for 2001 to 2002 in most grades</li> <li>▪ generally scored above State average (except 6<sup>th</sup> grade)</li> <li>▪ the longer students are with us, the more improvement is shown</li> </ul>	<ul style="list-style-type: none"> <li>▪ slump in 5<sup>th</sup> and 6<sup>th</sup> grades</li> <li>▪ no grades score at 50%</li> <li>▪ 11<sup>th</sup> grade drops down considerably               <ul style="list-style-type: none"> <li>- many HS students opt-out of test</li> <li>- lack of motivation in HS</li> <li>- seniors with shortened schedules?</li> </ul> </li> </ul>

1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State’s assessment.

Content Standards Test in Math (including sub-groups)

<b>Strengths</b>	<b>Weaknesses / Needs</b>
<ul style="list-style-type: none"> <li>▪ interpreting standards</li> </ul>	<ul style="list-style-type: none"> <li>▪ lower than State average (except 6<sup>th</sup> grade)</li> <li>▪ scores decrease as grade level increases</li> <li>▪ staff development in math</li> <li>▪ assessment of standards change frequently</li> <li>▪ diagnostic program similar to RESULTS</li> <li>▪ pacing of standards instruction</li> </ul>

1.3 Performance indicator: The percentage of Title 1 schools that make adequate yearly progress.

Adequate yearly progress (AYP) of Title 1 schools

<b>Strengths</b>	<b>Weaknesses / Needs</b>
<ul style="list-style-type: none"> <li>▪ over time, schools have made growth</li> <li>▪ local measures show proficiency</li> </ul>	<ul style="list-style-type: none"> <li>▪ can’t sustain high growth rate</li> <li>▪ data is questionable for small schools</li> <li>▪ at some point, it is expected that all schools will be in PI</li> <li>▪ need to have more schools meet API target</li> <li>▪ increased Special Ed population</li> <li>▪ different rubric for K – 6 and 7 – 8 Performance Tasks</li> </ul>



**Performance Goal 2:** *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

2.1 Performance indicator: The percentage of limited-English-proficient students, determined by cohort, who have attained English proficiency by the end of the school year.  
California English Language Development Test (CELDT) scores

<b>Strengths</b>	<b>Weaknesses / Needs</b>
<ul style="list-style-type: none"> <li>▪ most EL students score intermediate +</li> <li>▪ few numbers of EL students = total immersion</li> </ul>	<ul style="list-style-type: none"> <li>▪ need to chart growth over time</li> </ul>

2.2 Performance indicator: The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State’s assessment, as reported for performance indicator 1.1

<b>Strengths</b>	<b>Weaknesses / Needs</b>
<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ no District computations due to limited number of students</li> <li>▪ need to chart by hand</li> </ul>

2.3 Performance indicator: The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported for performance indicator 1.2

<b>Strengths</b>	<b>Weaknesses / Needs</b>
<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ no District computations due to limited number of students</li> <li>▪ need to chart by hand</li> </ul>

**Performance Goal 3:** *By 2005-2006, all students will be taught by highly qualified teachers.*

3.1 Performance indicator: The percentage of classes being taught by “highly qualified” teachers in the aggregate and in “high-poverty” schools.

<b>Strengths</b>	<b>Weaknesses / Needs</b>
<ul style="list-style-type: none"> <li>▪ majority of teachers are already highly qualified</li> <li>▪ District is assisting teachers in obtaining needed certificates</li> <li>▪ there is time for all teachers to meet highly qualified status</li> </ul>	<ul style="list-style-type: none"> <li>▪ need highly qualified status for every teacher</li> <li>▪ multiple-subject teachers may need additional certification</li> <li>▪ may have to transfer teachers to different sites/positions</li> <li>▪ community/parents need to be made aware</li> </ul>

3.2 Performance indicator: The percentage of teachers receiving high quality professional development.

Strengths	Weaknesses / Needs
<ul style="list-style-type: none"> <li>▪ co-planning days / grade alike meetings</li> <li>▪ Core development days (3)</li> <li>▪ District providing CLAD and SB395 training</li> <li>▪ professional growth steps in salary schedule</li> </ul>	<ul style="list-style-type: none"> <li>▪ compile data on professional development</li> <li>▪ some teachers at a stand still for professional growth</li> </ul>

3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified.

Strengths	Weaknesses / Needs
<ul style="list-style-type: none"> <li>▪ improved salary schedule</li> <li>▪ high percentage are already highly qualified</li> </ul>	<ul style="list-style-type: none"> <li>▪ need data compiled</li> <li>▪ paraprofessional competency exam needed</li> </ul>

**Performance Goal 4:** *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

4.1 Performance indicator: The percentage of persistently dangerous schools.

Strengths	Weaknesses / Needs
<ul style="list-style-type: none"> <li>▪ no CUSD schools fall under PD definition</li> <li>▪ seldom have expulsions in the 5 indicated areas</li> <li>▪ all schools have:               <ul style="list-style-type: none"> <li>- handbooks</li> <li>- rules posted</li> <li>- problems are handled quickly and efficiently</li> </ul> </li> <li>▪ size of schools</li> <li>▪ cooperation with community agency</li> </ul>	<ul style="list-style-type: none"> <li>▪ monitor foster children               <ul style="list-style-type: none"> <li>- what services are available to them?</li> </ul> </li> </ul>

**Performance Goal 5:** *All students will graduate from high school.*

5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged: and,
- calculated in the same manner as used in Nationals Center for Education Statistics reports on Common Core of Data.

<b>Strengths</b>	<b>Weaknesses / Needs</b>
<ul style="list-style-type: none"> <li>▪ CAHSEE gives us data on what areas student needs help in</li> </ul>	<ul style="list-style-type: none"> <li>▪ considered a drop-out if records are not requested in 45 days</li> <li>▪ clean data</li> <li>▪ targeted groups of students/families don't value education</li> <li>▪ target math</li> <li>▪ Special Ed population that is unable to pass CAHSEE</li> <li>▪ Alternative schools: support students towards high school graduation by targeting individual needs</li> </ul>

5.2 Performance indicator: The percentage of students who drop out of school:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged: and
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

<b>Strengths</b>	<b>Weaknesses / Needs</b>
<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ clean data</li> </ul>

**General Conclusions:**

<b>Strengths</b>	<b>Weaknesses / Needs</b>
<ul style="list-style-type: none"> <li>▪ technology plan integrates into subject areas</li> </ul>	<ul style="list-style-type: none"> <li>▪ need to focus on math</li> <li>▪ focus on skills leading up to Algebra</li> <li>▪ focus on Algebra skills</li> <li>▪ consistency</li> <li>▪ communicate with parents: <ul style="list-style-type: none"> <li>- concepts</li> <li>- terminology</li> </ul> </li> <li>▪ all teachers must be highly qualified</li> <li>▪ balance</li> <li>▪ physical fitness in elementary</li> <li>▪ diagnostic testing tools for math</li> <li>▪ align Performance Tasks</li> <li>▪ need District 'leader' in math</li> <li>▪ look at sub-group data critically</li> <li>▪ resources for non-Title 1 schools</li> <li>▪ multiple needs of children, especially increasing number of foster children</li> <li>▪ increase self-esteem in children</li> </ul>

## ***Descriptions – District Planning***

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

### ***District Profile***

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district in order to provide background and a rationale for the descriptions included in the LEA Plan.



The Calaveras Unified School District is in the Sierra Nevada foothills and the mountains of northern Calaveras County, with Tuolumne County on its southern boundary, Amador County on its northern boundary, and Alpine County to the east. We take pride in being in the heart of

the California's gold country. We are in a very rural area centrally located between Lake Tahoe and Yosemite National Park and filled with natural scenic beauty and historic diversity.

The economy of the area in which the District is located is primarily dependent upon recreation, service employment, including the District and county government, and some mineral extraction, timber harvesting and vineyards. The communities are small and unincorporated.

Calaveras Unified provides a quality educational program in Kindergarten through grade 12 in addition to programs in ROP, child care, and Healthy Start. More than 220 teachers, principals and other administrators have the responsibility of providing sound educational programs and services to about 3,800 students. Support services are provided by approximately 300 classified personnel. Our schools operate on a modified-traditional calendar including a two week fall and spring break, a three week winter break, and a seven week summer break.

Calaveras Unified comprises of six elementary sites in the communities of West Point, Rail Road Flat, Mokelumne Hill, San Andreas, Valley Springs, and Jenny Lind. Toyon Middle School, in San Andreas, serves students in grades 7 and 8. Calaveras High School in San Andreas, serves students in grades 9 through 12 and includes an independent study program. Our alternative education programs are served through Jenny Lind High School, in the community of Milton; West Point High School, in the community of West Point; and Gold Strike High School, in the community of San Andreas. We also maintain an independent learning center and community day school.

## ***Mission Statement***

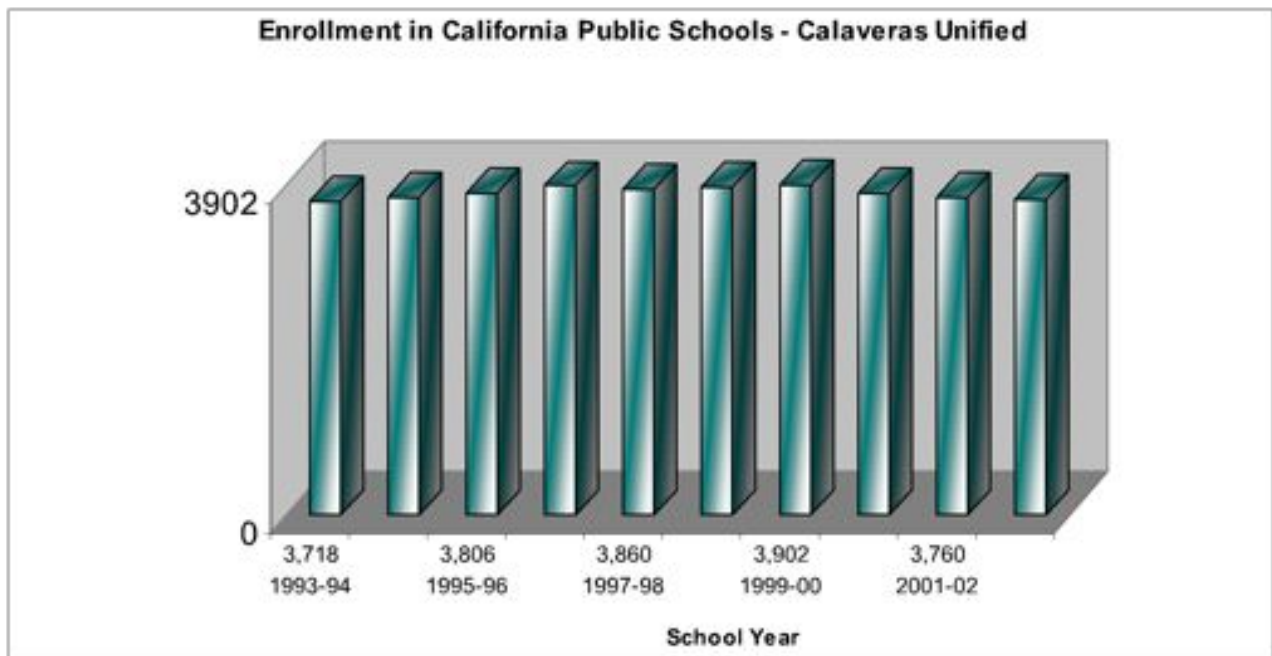
The mission of the Calaveras Unified School District is to provide all individuals with the tools needed to become life long learners who responsibly participate in our diverse changing society.

## ***Goals***

Our district affirms that education is a partnership of parents/guardians, staff, students, and the community.

We further affirm that the purposes of education are to:

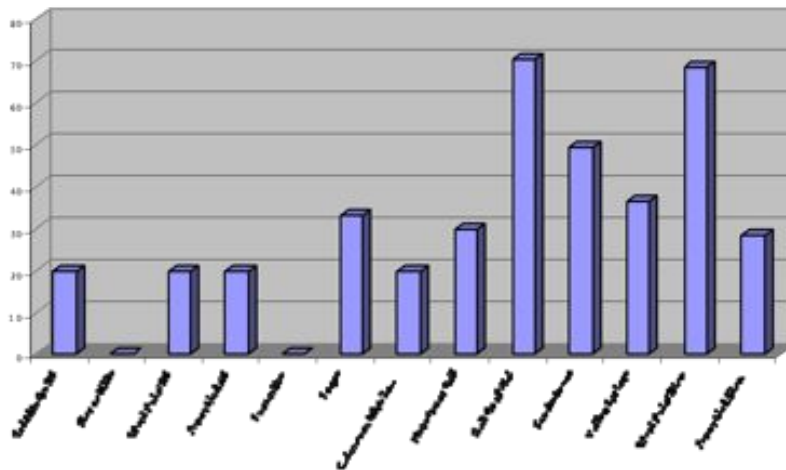
1. To encourage personal excellence for all students and staff.
2. To achieve high academic standards in a safe school environment
3. To make informed, moral, ethical, and responsible decisions.



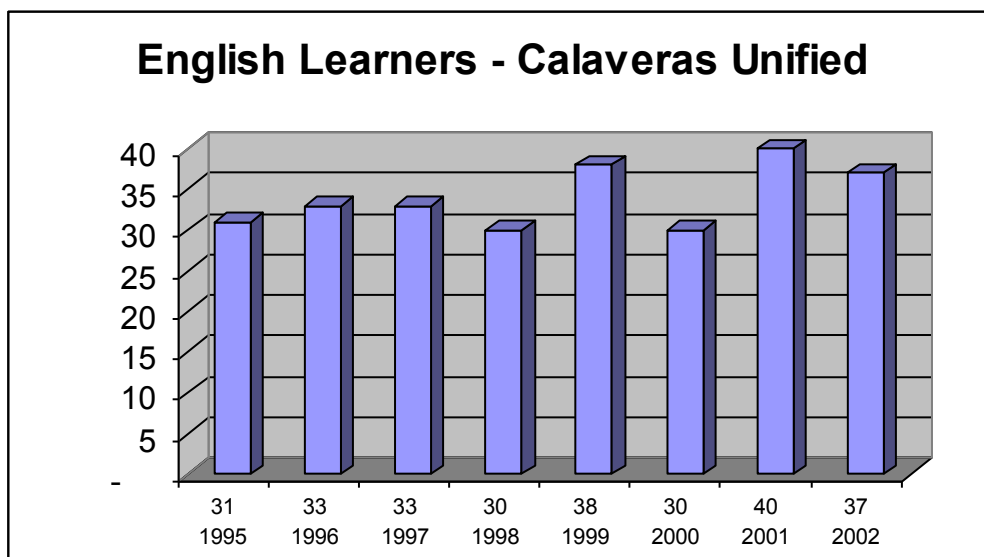
## By District and by Ethnic Group, 2002-03 0561564 -- CALAVERAS UNIFIED

District	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple or No Response	Total Enroll.
CALAVERAS UNIFIED	102 (2.7 %)	21 (0.6 %)	13 (0.3 %)	13 (0.3 %)	303 (8.1 %)	43 (1.2 %)	3,215 (86.2 %)	21 (0.6 %)	3,731
<b>County Total:</b>	<b>160 (2.3 %)</b>	<b>47 (0.7 %)</b>	<b>39 (0.6 %)</b>	<b>33 (0.5 %)</b>	<b>544 (7.9 %)</b>	<b>94 (1.4 %)</b>	<b>5,930 (85.6 %)</b>	<b>80 (1.2 %)</b>	<b>6,927</b>
<b>State Total:</b>	<b>53,898 (0.9 %)</b>	<b>502,676 (8.1 %)</b>	<b>41,446 (0.7 %)</b>	<b>156,549 (2.5 %)</b>	<b>2,819,504 (45.2 %)</b>	<b>515,805 (8.3 %)</b>	<b>2,106,042 (33.7 %)</b>	<b>48,483 (0.8 %)</b>	<b>6,244,403</b>

**Poverty Rate - Calaveras Unified**



**English Learners - Calaveras Unified**



California Department of Education  
 Special Education Division  
 Reporting Cycle: December 1, 2001  
 Prepared: 5/7/2003 10:21:32 PM

## Special Education Enrollment by Age and Disability 0561564 - Calaveras Unified

\*\*District of Service\*\*

<u>Age</u>	<u>Mental Retardation</u> (MR)	<u>Hard of Hearing</u> (HH)	<u>Deaf</u> (DEAF)	<u>Speech or Language Impairment</u> (SLI)	<u>Visual Impairment</u> (VI)	<u>Emotional Disturbance</u> (ED)	<u>Orthopedic Impairment</u> (OI)	<u>Other Health Impairment</u> (OHI)	<u>Specific Learning Disability</u> (SLD)	<u>Deaf-Blindness</u> (DB)	<u>Multiple Disability</u> (MD)	<u>Autism</u> (AUT)	<u>Traumatic Brain Injury</u> (TBI)	<b>Total</b>
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	1	0	0	0	0	0	1
2	0	0	0	4	1	0	1	0	0	0	0	0	0	6
3	0	0	0	8	1	0	1	0	0	0	0	2	0	12
4	0	0	0	17	0	0	0	0	0	0	0	0	0	17
5	0	0	0	18	1	0	2	1	0	0	0	0	0	22
6	0	0	0	22	0	0	1	1	1	0	0	1	0	26
7	2	0	0	16	0	3	1	1	6	0	0	3	0	32
8	2	0	0	22	1	0	2	1	11	0	0	1	0	40
9	1	0	0	14	0	1	1	1	16	0	0	2	0	36
10	1	2	0	8	1	0	1	2	21	1	0	3	0	40
11	2	1	0	7	0	1	1	3	40	0	0	2	0	57
12	1	1	0	3	0	2	1	2	28	0	0	2	0	40
13	4	0	0	4	0	2	1	2	31	0	0	0	0	44
14	3	0	0	0	0	5	0	1	22	0	0	0	0	31
15	0	1	0	1	0	1	0	1	23	0	0	0	0	27
16	2	1	0	0	1	1	0	0	23	0	0	1	0	29
17	0	0	0	0	1	3	3	0	12	0	0	0	0	19
18	1	0	0	0	1	3	2	0	11	0	0	0	0	18
19	0	0	0	0	0	0	0	0	3	0	0	0	0	3
20	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	19	6	0	144	8	22	18	17	248	1	0	17	0	500
<u>County Total</u>	36	9	0	232	10	34	29	53	411	1	2	19	1	837
<u>State Total</u>	42,255	6,656	4,634	167,892	4,578	24,554	15,041	24,241	347,595	189	6,619	17,508	1,458	663,220



Special Education Enrollment by Age and Grade  
 0561564 - Calaveras Unified

\*\*District of Service\*\*

Age	Kindergarten	First grade	Second grade	Third grade	Fourth grade	Fifth grade	Sixth grade	Seventh grade	Eighth grade	Ninth grade	Tenth grade	Eleventh grade	Twelfth grade	All Others	Total
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
2	0	0	0	0	0	0	0	0	0	0	0	0	0	6	6
3	0	0	0	0	0	0	0	0	0	0	0	0	0	12	12
4	0	0	0	0	0	0	0	0	0	0	0	0	0	17	17
5	18	0	0	0	0	0	0	0	0	0	0	0	0	4	22
6	4	22	0	0	0	0	0	0	0	0	0	0	0	0	26
7	1	11	19	1	0	0	0	0	0	0	0	0	0	0	32
8	0	0	10	29	0	0	0	0	0	0	0	0	0	1	40
9	0	0	0	12	24	0	0	0	0	0	0	0	0	0	36
10	0	0	0	1	15	22	0	0	0	0	0	0	0	2	40
11	0	0	0	0	4	20	33	0	0	0	0	0	0	0	57
12	0	0	0	0	0	1	25	12	1	0	0	0	0	1	40
13	0	0	0	0	0	0	1	15	27	0	0	0	0	1	44
14	0	0	0	0	0	0	0	2	10	18	0	0	0	1	31
15	0	0	0	0	0	0	0	0	0	9	17	1	0	0	27
16	0	0	0	0	0	0	0	0	0	1	14	11	0	3	29
17	0	0	0	0	0	0	0	0	0	0	0	9	10	0	19
18	0	0	0	0	0	0	0	0	0	0	0	2	16	0	18
19	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3
20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	23	33	29	43	43	43	59	29	38	28	31	23	29	49	500
<u>County Total</u>	34	52	52	62	73	69	94	54	77	52	56	41	49	72	837
<u>State Total</u>	27,251	35,665	43,299	50,342	54,238	56,761	57,423	55,441	52,286	51,957	47,169	40,068	34,276	57,044	663,220

**Local Measures of Student Performance**  
 (other than State-level assessments)

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Per NCLB Section 1112 regarding Local Education Agency Plans, each LEA must provide the following descriptions in its Plan:

***A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:***

- a) *determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;*
- b) *assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;*
- c) *determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and*
- d) *identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.*

*If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.*

*Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.*

---

Calaveras Unified School District uses a wide variety of assessment tools to determine if individual students are achieving below, at or above grade level standards. The assessment tools include but are not limited to the following: teacher judgment, observations, portfolios, interviews, exhibits, displays, demonstrations, questioning video/audio tapes, computer generated assessments (Accelerated Reader, Reading Counts, Star Math and Compass Learning) technology presentations, multiple choice, self-assessment, performances, anecdotal records, student/parent surveys, journals, subject area masteries by department (secondary classrooms), writing/essays, designs, products, profiles, statistical profiles, teacher-made tests, multiple choice standardized measures, standardized oral language measures, standard essay tests, reading diagnostic assessments, teacher grades, student attendance, performance tasks, and state standardized tests such as SAT-9, CAT-6, Content Standards Test, California High School Exit Exam, CAPA, California English Language Development Test, Golden State Exam, SAT, ACE, Advanced Placement exams, Grade 4 & 7 Writing test and Physical Fitness tests.

Calaveras Unified uses districtwide performance tasks as an additional assessment of student performance towards grade level standards in grades K - 12. All students complete these tasks, three times a year, in the area of Language Arts (Reading and Writing) and Mathematics. These are reported to parents on the district report cards. These tasks are teacher developed and based on their grade level academic standards. They have been revised to reflect higher expectations

and newly adopted standards-based curriculum. They are designed to inform classroom instruction.

These performance tasks are also a component of the district Social Promotion/ Retention policy form. This policy considers a student's scores on the state's Content Standards Test, their attendance, grades and scores from district performance tasks in Language Arts and Mathematics.

In addition, most of our K – 6 teachers use the language arts assessments from the California Reading and Literature Project (RESULTS). These are diagnostic in nature and guide classroom instruction. They are administered three times a year.

Our middle school evaluates incoming 7<sup>th</sup> and 8<sup>th</sup> graders using the Corrective Reading placement and assessment along with Nelson Reading test and San Diego Quick. This information along with the Content Standards Test results is used for placement in appropriate interventions.

Our high school assesses incoming 9<sup>th</sup> grade students using the Nelson Reading Test for possible placement in Intervention/ Corrective Reading classes. Students placed in Corrective Reading courses are assessed using program assessments (Pre, Post and ongoing). They use CAHSEE, course grades and teacher referrals for placement in Math and English Intervention classes

All K – 12 special education students are individually evaluated by a multi-disciplinary team tri-annually, by teachers and specialists annually, and on an on-going basis for instructional decision-making. The tests are both formal and teacher made. They are screening, diagnostic, and classroom-based assessments of individual performance. Measurement tools are selected to match the instructional program of each student, rather than being administered county-wide.

**Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.***

STAR 2002 Score Summaries Report for Calaveras Unified,

Total Students Enrolled: 2956 / Total Students Tested: 2831

CALIFORNIA STANDARDS TEST SCORES	Grades									
	2	3	4	5	6	7	8	9	10	11
<b>STAR Enrollment</b>	255	258	286	314	357	300	291	295	305	295
<b>English/Language Arts Standards</b>	N=231	N=239	N=256	N=285	N=334	N=272	N=277	N=266	N=266	N=251
% of Enrollment	91%	93%	90%	91%	94%	91%	95%	90%	87%	85%
Mean Scaled Score	333.0	331.3	336.9	330.8	326.6	331.8	342.3	332.7	337.7	321.6
% Advanced	9%	13%	10%	6%	5%	5%	12%	8%	14%	8%
% Proficient	22%	27%	28%	25%	25%	35%	32%	30%	31%	25%
% Basic	44%	30%	41%	45%	45%	33%	40%	40%	31%	29%
% Below Basic	19%	18%	16%	18%	16%	19%	12%	15%	14%	20%
% Far Below Basic	7%	13%	5%	6%	10%	7%	3%	7%	10%	17%
<b>Mathematics Standards</b>	N=243	N=243	N=273	N=297	N=341	N=283				
% of Enrollment	95%	94%	95%	95%	96%	94%				
Mean Scaled Score	341.1	325.5	330.8	310.9	325.8	313.6				
% Advanced	14%	6%	10%	2%	5%	0%				
% Proficient	28%	25%	21%	24%	27%	23%				
% Basic	31%	35%	41%	29%	35%	37%				
% Below Basic	23%	27%	24%	36%	28%	30%				
% Far Below Basic	5%	7%	4%	9%	5%	10%				
<b>General Mathematics (Grades 8 and 9)</b>							N=173	N=90		
% of Enrollment							59%	31%		
Mean Scaled Score							308.2	312.8		
% Advanced							1%	0%		
% Proficient							11%	21%		
% Basic							45%	44%		
% Below Basic							36%	29%		
% Far Below Basic							8%	6%		
<b>Algebra I</b>							N=95	N=88	N=121	N=45
% of Enrollment							22%	20%	40%	15%

% Basic	61%	35%	33%	18%
% Below Basic	22%	47%	51%	31%
% Far Below Basic	2%	17%	15%	49%

**Integrated 1**

N=1

% of Enrollment	0%
Mean Scaled Score	*
% Advanced	*
% Proficient	*
% Basic	*
% Below Basic	*
% Far Below Basic	*

**Geometry**

	N=1	N=60	N=70	N=42
% of Enrollment	0%	20%	23%	14%
Mean Scaled Score	*	319.0	305.4	289.8
% Advanced	*	0%	0%	0%
% Proficient	*	23%	11%	0%
% Basic	*	48%	43%	40%
% Below Basic	*	25%	41%	52%
% Far Below Basic	*	3%	4%	7%

**Algebra II**

	N=50	N=50
% of Enrollment	16%	17%
Mean Scaled Score	341.0	300.4
% Advanced	6%	0%
% Proficient	32%	10%
% Basic	54%	32%
% Below Basic	6%	46%
% Far Below Basic	2%	12%

**High School (Summative) Mathematics (Grade 9-11)**

	N=10	N=31
% of Enrollment	3%	11%
Mean Scaled Score	*	342.2
% Advanced	*	3%
% Proficient	*	42%
% Basic	*	39%
% Below Basic	*	16%
% Far Below Basic	*	0%

**History-Social Science Grade 9 Cumulative**

	N=264
% of Enrollment	89%
Mean Scaled Score	314.2
% Advanced	2%
% Proficient	21%
% Basic	33%
% Below Basic	26%
% Far Below Basic	18%

<b>World History</b>					N=270		
% of Enrollment					89%		
Mean Scaled Score					321.8		
% Advanced					7%		
% Proficient					20%		
% Basic					38%		
% Below Basic					14%		
% Far Below Basic					21%		
<b>U.S. History</b>					N=249		
% of Enrollment					84%		
Mean Scaled Score					318.7		
% Advanced					7%		
% Proficient					14%		
% Basic					41%		
% Below Basic					23%		
% Far Below Basic					16%		
<b>Biology/Life Sciences</b>					N=44	N=91	N=26
% of Enrollment					15%	30%	9%
Mean Scaled Score					351.2	340.9	330.0
% Advanced					0%	5%	8%
% Proficient					59%	36%	12%
% Basic					39%	47%	58%
% Below Basic					2%	7%	19%
% Far Below Basic					0%	4%	4%
<b>Chemistry</b>					N=1	N=19	N=22
% of Enrollment					0%	6%	7%
Mean Scaled Score					*	350.9	326.3
% Advanced					*	21%	0%
% Proficient					*	26%	23%
% Basic					*	47%	59%
% Below Basic					*	5%	14%
% Far Below Basic					*	0%	5%
<b>Earth Science</b>					N=2		
% of Enrollment					1%		
Mean Scaled Score					*		
% Advanced					*		
% Proficient					*		
% Basic					*		
% Below Basic					*		
% Far Below Basic					*		
<b>Physics</b>					N=17	N=23	N=15

% of Enrollment	6%	8%	5%
Mean Scaled Score	292.9	304.3	324.9
% Advanced	0%	0%	0%
% Proficient	6%	13%	27%
% Basic	35%	39%	53%
% Below Basic	18%	26%	20%
% Far Below Basic	41%	22%	0%

**Coordinated/Integrated Sciences -  
Biology/Chemistry/Physics (BCP)**

% of Enrollment  
Avg. No. Correct/No. Possible

**Coordinated/Integrated Sciences -  
Earth Science/Biology/Chemistry (EBC)**

N=47      N=4

% of Enrollment  
Avg. No. Correct/No. Possible

16%      1%  
25.9/60      \*

**Coordinated/Integrated Sciences -  
Earth Science/Biology/Physics (EBP)**

% of Enrollment  
Avg. No. Correct/No. Possible

**Coordinated/Integrated Sciences -  
Earth Science/Chemistry/Physics (ECP)**

N=1

% of Enrollment  
Avg. No. Correct/No. Possible

0%  
\*

STANFORD 9 SCORES	Grades									
	2	3	4	5	6	7	8	9	10	11
<b>Total Reading</b>	N=234	N=245	N=260	N=282	N=331	N=285	N=281	N=269	N=274	N=254
NPR for "Avg." Student Score	60	54	57	54	53	55	61	43	40	40
% Scoring Above 75th NPR	27	31	30	27	23	26	28	13	17	20
% Scoring At or Above 50th NPR	64	56	53	55	53	58	69	45	43	41
% Scoring Above 25th NPR	88	77	85	81	82	83	90	74	68	66
Mean Scaled Score	594.8	621.8	646.1	657.8	665.9	684.9	701.7	693.6	698.4	700.5
<b>Total Math</b>	N=242	N=246	N=270	N=293	N=337	N=288	N=280	N=265	N=273	N=253
NPR for "Avg." Student Score	57	59	57	55	63	50	51	56	46	44
% Scoring Above 75th NPR	28	29	29	31	38	22	18	22	18	20
% Scoring At or Above 50th NPR	55	58	56	54	66	47	49	60	45	41
% Scoring Above 25th NPR	85	81	86	71	82	77	79	82	70	64
Mean Scaled Score	580.1	609.5	631.8	651.7	671.3	672.2	681.9	694.6	697.7	698.5

	N=243	N=243	N=267	N=294	N=336	N=287	N=280	N=268	N=272	N=254
<b>Language</b>										
NPR for "Avg." Student Score	59	56	57	50	54	59	62	59	56	51
% Scoring Above 75th NPR	34	27	22	24	26	38	33	28	29	26
% Scoring At or Above 50th NPR	65	53	58	50	56	59	66	69	59	53
% Scoring Above 25th NPR	81	79	84	78	81	78	88	85	78	74
Mean Scaled Score	596.5	614.6	634.9	640.0	650.3	665.1	677.3	681.1	688.3	686.2
<b>Spelling</b>										
NPR for "Avg." Student Score	53	50	49	45	49	45	45			
% Scoring Above 75th NPR	20	19	20	22	20	22	18			
% Scoring At or Above 50th NPR	54	46	42	47	46	46	43			
% Scoring Above 25th NPR	82	79	76	75	76	72	71			
Mean Scaled Score	577.2	604.0	625.9	637.0	651.8	660.8	678.0			
<b>Science</b>										
NPR for "Avg." Student Score								N=267	N=275	N=254
% Scoring Above 75th NPR								50	47	48
% Scoring At or Above 50th NPR								15	23	22
% Scoring Above 25th NPR								48	50	46
Mean Scaled Score								85	70	74
								677.1	680.0	685.3
<b>Social Science</b>										
NPR for "Avg." Student Score								N=266	N=276	N=254
% Scoring Above 75th NPR								50	47	54
% Scoring At or Above 50th NPR								18	23	30
% Scoring Above 25th NPR								59	45	58
Mean Scaled Score								82	73	74
								654.5	659.5	665.8

1. N = Number of Students Tested.

2. NPR stands for National Percentile Rank.

3. The National Percentile Rank is based on the mean NCE score for each group.

4. Mean scaled scores for groups in counties, districts, or schools whose student scores are based on mixed numbers of days of instruction should not be used to compare the performance of one school, district, or county with another.

California Department of Education  
Policy and Evaluation Division

## 2001-2002 Academic Performance Index (API) Growth Report

### Calaveras Unified API Summary

	All Schools		Deciles 1 and 2	
	N	%	N	%
Targets Met*	3	37	0	N/A
API Grew, Targets Not Met**	1	13	0	N/A
API Remained Same or Declined, Targets Not Met	4	50	0	N/A



**State API summary**

Only schools with a valid 2001 API (Base) and a valid 2002 API (Growth) are included in these district and state summaries.

	<u>All Schools</u>		<u>Deciles 1 and 2</u>	
	N	%	N	%
Targets Met*	3789	52	799	57
API Grew, Targets Not Met**	1497	21	362	26
API Remained Same or Declined, Targets Not Met	1944	27	238	17

\* Includes schools with 2002 Growth APIs of 800 or more.

\*\* Includes schools that met schoolwide 2001-2002 API growth targets but did not meet one or more subgroup targets.

This report only includes schools that were listed on the 2001 API (Base) Report. New schools with 2002 STAR test results will appear on the 2002 API (Base) Report.

School Type for 2001 API (Base)	STAR 2002 Percent <u>Tested</u>	2002 API <u>(Growth)</u>	2001 API <u>(Base)</u>	2001- 2002 Growth <u>Target</u>	2001- 2002 Growth <u>Growth</u>	<u>Met Growth Target</u>			<u>Awards Eligible</u>
						<u>School- wide</u>	<u>Comparable Improve- ment (CI)</u>	<u>Both Schoolwide and CI</u>	
<b>Elementary Schools</b>									
<a href="#">Lind (Jenny) Elementary</a>	99	681	660	7	21	Yes	No	No	No
<a href="#">San Andreas Elementary</a>	99	721	724	4	-3	No	No	No	No
<a href="#">Valley Springs</a>	98	707	682	6	25	Yes	Yes	Yes	Yes
<b>Middle Schools</b>									
<a href="#">Toyon Middle</a>	99	703	753	2	-50	No	No	No	No
<b>High Schools</b>									
<a href="#">Calaveras High</a>	97	678	680	6	-2	No	No	No	No
<b>Small Schools</b>									
<a href="#">Mokelumne Hill</a>	100	764*	733*	3	31	Yes	Yes	Yes	Yes
<a href="#">Rail Road Flat</a>	98	724*	724*	4	0	No	No	No	No
<a href="#">Sierra Hills Educ.</a>									
<a href="#">West Point Elementary</a>	100	701*	654*	7	47	Yes	Yes	Yes	Yes

"N/A" means a number is not applicable or not available due to missing data.

"N/R" means required enrollment data are not reported.

" \* " means this API is calculated for a small school, defined as having between 11 and 99 valid STAR test scores. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.

"A" means the school scored at or above the interim Statewide Performance Target of 800 in 2001.

"B" means the school is not awards eligible due to Adult Testing Irregularities.

**Awards Notes** - The "Awards Eligible" column requires at least five points schoolwide growth and at least four points growth for each numerically significant subgroup.

**Missing schools** - some schools in this district may not appear on this list because APIs were not generated for them. Very small schools serving traditional student populations (fewer than 11 pupils with valid STAR test scores), special education schools and centers, and alternative, continuation, community day, court community, and opportunity schools serving high-risk student populations are not in this system. These schools participate in the Alternative Schools Accountability Model (ASAM). In addition, schools that had no STAR test results in 2002 will not receive a 2001-2002 API Growth Report or a 2002 API Base Report.

California Department of Education / Policy and Evaluation Division

## 2002 Academic Performance Index (API) Base

	Number of Students Included in the 2002 API	2002 API (Base)	Ranks		Targets	
			2002 State-wide Rank	2002 Similar Schools Rank	2002-2003 Growth Target	2003 API Target
<b>Elementary Schools</b>						
<a href="#">Lind (Jenny) Elementary</a>	505	687	5	1	6	693
<a href="#">San Andreas Elementary</a>	273	708	6	1	5	713
<a href="#">Valley Springs Elementary</a>	286	704	6	1	5	709
<a href="#">West Point Elementary</a>	103	695	5	3	5	700
<b>Middle Schools</b>						
<a href="#">Toyon Middle</a>	533	696	6	1	5	701
<b>High Schools</b>						
<a href="#">Calaveras High</a>	696	679	7	1	6	685
<b>Small Schools</b>						
<a href="#">Calaveras Educ. Transitions</a>						
<a href="#">Gold Strike High (Cont.)</a>						
<a href="#">Lind (Jenny) High (Cont.)</a>						
<a href="#">Mokelumne Hill Elementary</a>	86	755 *	7 *	N/A	2	757
<a href="#">Rail Road Flat Elementary</a>	61	730 *	7 *	N/A	4	734
<a href="#">Sierra Hills Educ. Ctr.</a>						
<a href="#">West Point High (Cont.)</a>						

"N/A"

means a number is not applicable or not available due to missing data.

"N/R"

means required enrollment data are not reported.

" \* "

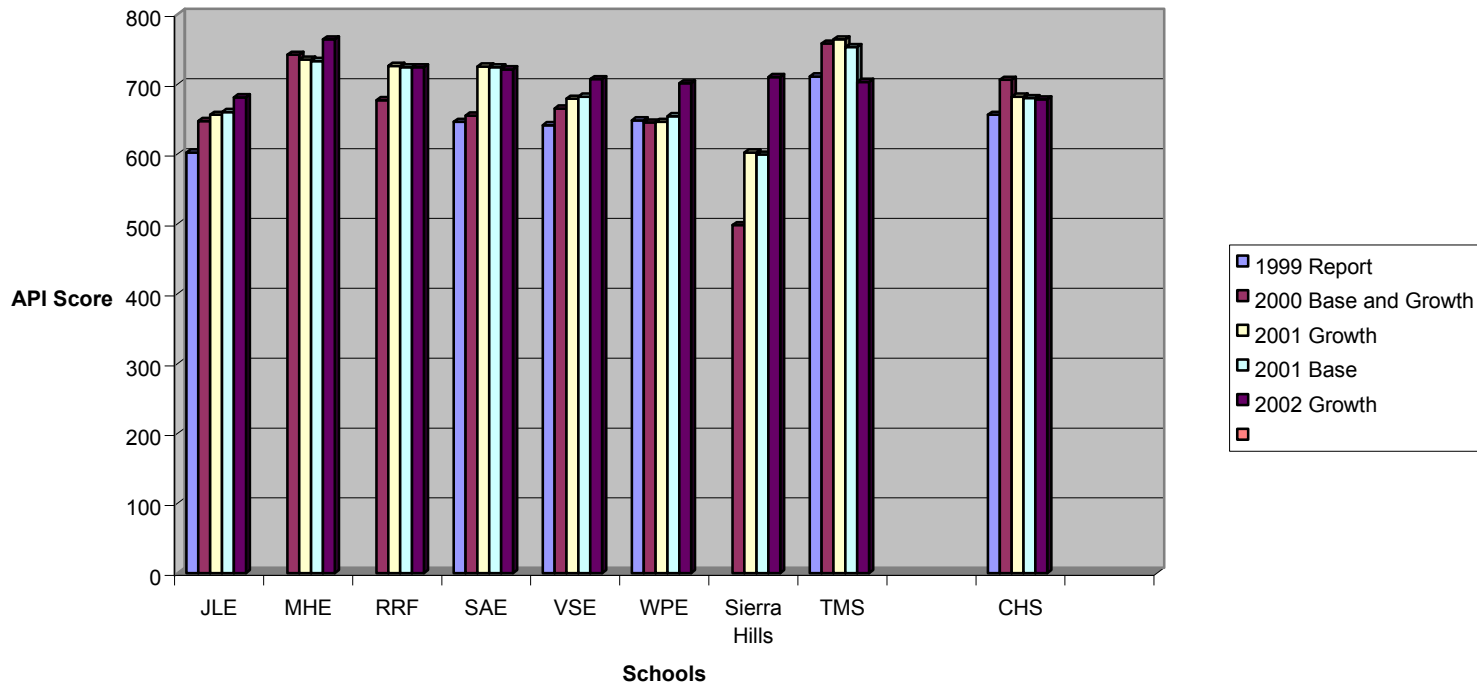
means this API is calculated for a small school, defined as having between 11 and 99 Standardized Testing and Reporting (STAR) test scores included in the API (valid scores). APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

"A"

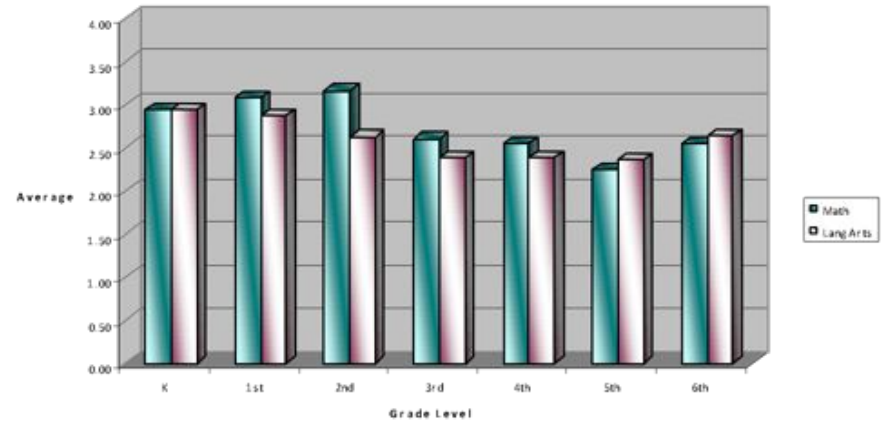
means the school scored at or above the interim Statewide Performance Target of 800 in 2002.

**Missing schools** - some schools in this district may not appear on this list because APIs were not generated for them. Missing schools shall not receive a 2002-2003 API Growth Report. Very small schools serving traditional student populations (fewer than 11 pupils with STAR test scores), special education schools and centers, and alternative, continuation, community day, court community, and opportunity schools serving high-risk student populations are not in this system. Currently, these schools participate in the alternative accountability system. In addition, schools that had no STAR test results in 2002 will not receive a 2002 API Base Report.

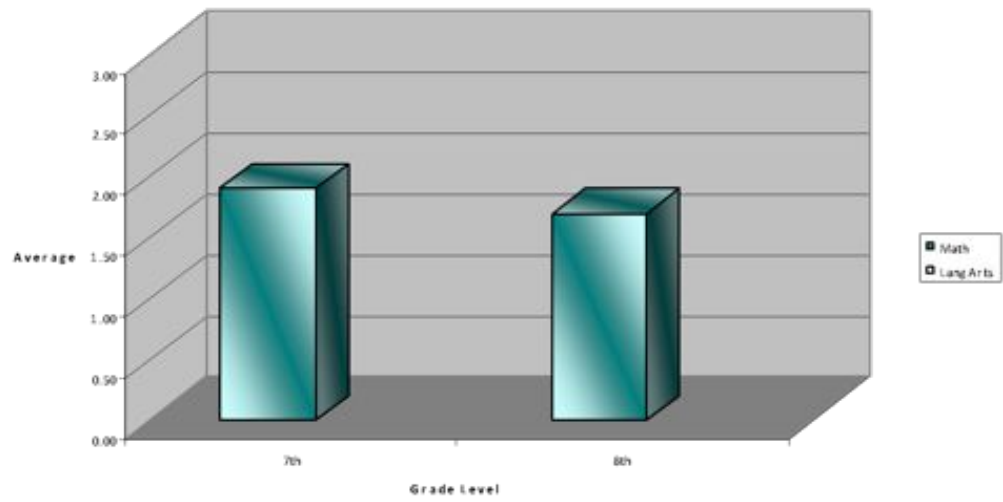
### Calaveras Unified School District API 1999 - 2002



Performance Tasks



Performance Tasks



Adequate Yearly Progress Report on Title I Schools  
 0561564 Calaveras Unified  
 Feb. 6, 2003

A	B	C	D	E	F	G	H
School Code	School Name	PI School Baseline Data Year	Targeted Assistance School in upper half of API Distribution	2000-2001 Did the school make AYP Yes or No	2001-2002 Did the school make AYP Yes or NO	PI school Placement under NCLB 2002-2003	Year Exited From Program Improvement
6003420	Rail Road Flat Elementary	Not in PI	X	Yes	No		-
6003438	San Andreas Elementary	Not in PI	X	Yes	No		-
6105431	Toyon Middle School	Not in PI	X	No	No		-
6003446	Valley Springs Elementary	Not in PI	X	Yes	Yes		-
6003453	West Point Elementary	1997-1998		No	Yes	Year 2	-
	District %			60%	40%		

**KPI**

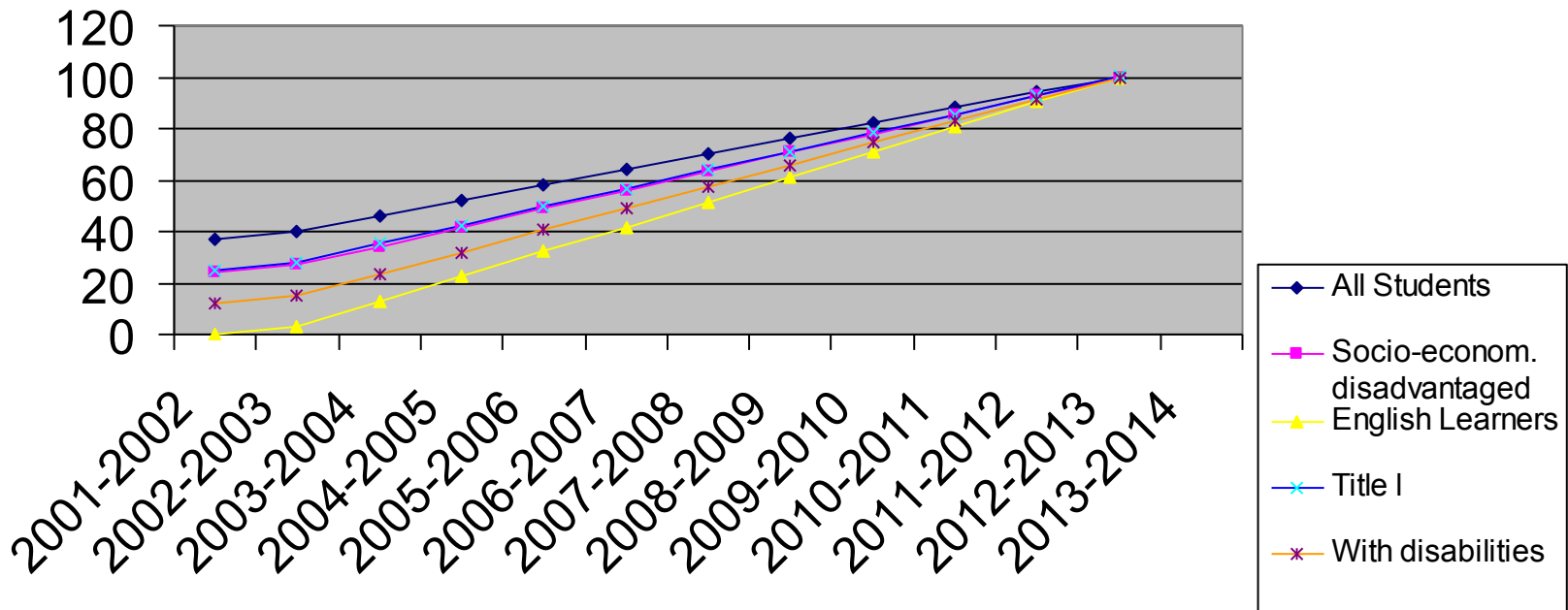
## Planned Improvement in Student Performance in Reading

***By June 2004 40 % of all students in the Calaveras Unified School District will be proficient or advanced in the ELA as measured by the California Standards Test.***

***37% of the students in grades 2 through 11, in the Calaveras Unified School District, are performing at the proficient or advanced level as measured by the 2002 CST.***

Year	All Students	Socio-economic. disadvantaged	English Learners	Title I	With disabilities
2001-2002	37	24	0.06	25	12
2002-2003	40	27	3.06	28	15
2003-2004	46	34.3	12.75	35.2	23.5
2004-2005	52	41.6	22.43	42.4	32
2005-2006	58	48.9	32.11	49.6	40.5
2006-2007	64	56.2	41.79	56.8	49
2007-2008	70	63.5	51.47	64	57.5
2008-2009	76	70.8	61.15	71.2	66
2009-2010	82	78.1	70.83	78.4	74.5
2010-2011	88	85.4	80.51	85.6	83
2011-2012	94	92.7	90.19	92.8	91.5
2012-2013	100	100	99.87	100	100
2013-2014					

# Annual Measurable Objectives % Proficient Language Arts



Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. <i>Alignment of instruction with content standards:</i>  The district has taken the following steps to align instruction with content standards:</p> <ul style="list-style-type: none"> <li>a) district has adopted the state content standards for Reading and Language Arts</li> <li>b) principals and vice principals receive training on standards and how to coach, supervise and evaluate teachers according to their ability to teach the standards</li> <li>c) teacher recruitment, hiring, evaluation and tenure decisions will focus on the standards</li> <li>d) all textbooks and supplemental materials will be state approved and align with the standards</li> <li>e) district intervention plan will support getting students to grade level standard</li> <li>f) district performance tasks will stress mastery of standards-based content</li> <li>g) teachers will be furnished a district generated standards planning document for their grade level/subject taught and a copy of the Language Arts Framework</li> </ul>	<ul style="list-style-type: none"> <li>a) CUSD School Board, site administrators / Spring, 2002</li> <li>b) Curriculum Director / ongoing</li> <li>c) Director of Personnel and Site Administrators / ongoing</li> <li>d) Curriculum Director, Curriculum Council, Mentor teachers / ongoing</li> <li>e) Curriculum Director, Intervention Committee, SCOE consultant, Admin Council / ongoing</li> <li>f) Curriculum Director and grade alike teachers / ongoing</li> <li>g) Curriculum Director/ongoing</li> </ul>	<ul style="list-style-type: none"> <li>-0-</li> <li>-0-</li> <li>-0-</li> <li>Textbook adoption committee mentor teacher release time</li> <li>-0-</li> <li>grade alike facilitators salaries</li> <li>printing</li> </ul>	<ul style="list-style-type: none"> <li>-0-</li> <li>% of Curriculum Director's salary</li> <li>-0-</li> <li>\$5000.00 / yr</li> <li>-0-</li> <li>\$6000.00 / yr</li> <li>\$1,500.00 / yr</li> </ul>	<ul style="list-style-type: none"> <li>n/a</li> <li>General Fund</li> <li>n/a</li> <li>By-back days General Fund</li> <li>n/a</li> <li>General Fund</li> <li>General Fund</li> </ul>



<p>h) grade levels have identified essential standards and will be used to focus instruction. Special Ed students' IEP goals will also be linked to key grade level standards.</p> <p>i) when teaching other content area teachers will emphasize language arts</p> <p>j) reports to parents and reports of progress toward IEP goals will be on a standards based report card</p>	<p>h) grade alike meeting facilitators / ongoing</p> <p>i) teachers / ongoing</p> <p>j) teachers / ongoing</p>	<p>-0-</p> <p>-0-</p> <p>teacher release time</p>	<p>-0-</p> <p>-0-</p> <p>\$3000.00/yr</p>	<p>n/a</p> <p>n/a</p> <p>General Fund</p>
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Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. <i>Use of standards-aligned instructional materials and strategies:</i></p> <p>a) The district has purchased materials on the State-Adopted List (K - 5 Legacy of Literacy, Houghton Mifflin, 2003 , (Gr. 6 - 8) Timeless Voices, Timeless Themes, Prentice Hall, 2002, and standards aligned Gr. 9-12 Language of Literature, (McDougal Littell 2000). These materials are available to all students, regardless of primary language and disability.</p> <p>b) Standards will be posted in every classroom, for students to see.</p> <p>c) Teachers will regularly examine student work samples at grade level meetings, co-planning meetings and/or Core Development/Buy back days, to ensure that students are mastering grade level content standards.</p> <p>d) Teachers and students will know and be able to verbalize standards they are working towards.</p>	<p>a) School Board Members, Curriculum Director , site administrators / 2002</p> <p>b) Director of Curriculum, Ed Services personnel / fall, 2002</p> <p>c) teachers / ongoing</p> <p>d) teachers and students</p>	<p>Programs</p> <p>Printing, laminating</p> <p>Grade alike facilitators</p> <p>n/a</p>	<p>salaries \$200,000</p> <p>\$750.00</p> <p>\$6000/yr</p> <p>-0-</p>	<p>State textbook fund</p> <p>Title I, SIP funds</p> <p>General Fund</p> <p>n/</p>

<p>e) Develop grade level/course specific schedule of standards instruction. This calendar will include all assessment data including performance tasks, benchmark assessments and state required tests.</p> <p>f) Develop sample lesson plans and benchmark assessments for each standard.</p> <p>g) Develop end of course/grade level exams for Reading and Language Arts</p>	<p>e) Director of Curriculum, Site Administrators, teachers / by 2005</p> <p>f) Director of Curriculum, teachers / by 2005</p> <p>g) Director of Curriculum, teachers / by 2005</p>	<p>release time, printing costs</p> <p>release time, consultant fees</p> <p>release time, consultant fees</p>	<p>\$3000</p> <p>\$10,000</p> <p>\$10,000</p>	<p>SIP</p> <p>SIP</p> <p>SIPa</p>
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Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. <i>Extended learning time:</i></p> <p>a) The district will offer/collaborate with agencies that offer preschool programs; these programs will focus heavily on language and reading development and pre-reading skills that are aligned with the pre-K standards.</p> <p>b) The district will offer Kindergarten Transition programs that develop language and reading readiness skills. These programs will be available to all students, regardless of primary language or learning disability.</p> <p>c) The district will offer intervention programs so students may get extra help for reading in addition to core instruction before/ after school, during intersession, during the summer or during the regular day. These programs will be available to all students, regardless of primary language or learning disability.</p> <p>d) Gr. 7 – 12 schools will offer double period of reading for students with need for extra help.</p> <p>e) Parent / Child activities will support literacy</p> <p>f) Schools will encourage cross-age tutoring</p> <p>g) Develop targeted lessons focused on CAHSEE</p> <p>h) Develop consistent strategies for reteaching standard when student fails to master after initial instruction</p>	<p>a) kindergarten teachers, Head Start teachers / ongoing</p> <p>b) kindergarten teachers, site administrator / summer 2003 - 2007</p> <p>c) teachers, paraprofessionals / ongoing</p> <p>d) site administrators, teachers / ongoing</p> <p>e) teachers / ongoing</p> <p>f) teachers / ongoing</p> <p>g) Director of Curriculum, teachers</p> <p>h) Director of Curriculum, site administrators, teacher / by 2005</p>	<p>-0-</p> <p>materials &amp; supplies, summer school salaries</p> <p>salaries, materials &amp; supplies, trainings</p> <p>intervention teacher salaries</p> <p>materials and supplies</p> <p>n/a</p> <p>release time, consultant</p> <p>release time</p>	<p>-0-</p> <p>\$6000/year</p> <p>\$500,000/year</p> <p>\$250,000/year</p> <p>\$5000//year</p> <p>-0-</p> <p>\$3000</p> <p>\$3000</p>	<p>n/a</p> <p>School Readiness Grant</p> <p>General Fund, SIP, Title I, Healthy Start</p> <p>Title I, Special Ed, General Fnd</p> <p>Title I, SIP, Special Ed, General Fund</p> <p>n/a</p> <p>SIP</p> <p>SIP</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. <i>Increased access to technology:</i></p> <p>a) Teachers will use listening centers and curriculum adopted tapes in elementary grades</p> <p>b) Teachers will use video clips to stimulate interest in related topics/themes</p> <p>c) Teachers will use internet to locate interactive reading activities</p> <p>d) Technology trainer and site technology coaches will assist in use of technology for instruction</p> <p>e) Teachers will use software programs that support standards, such as Accelerated Reader, Reading Counts and Compass Learning, and software aligned with our curriculum adoptions.</p> <p>f) Teachers will use software programs that support effective instructional strategies such as Inspiration using graphic organizers.</p> <p>g) The computer/student ratio will be reduced.</p>	<p>a) teachers / ongoing</p> <p>b) teachers / ongoing</p> <p>c) teachers / ongoing</p> <p>d) technology trainer and tech coaches/ongoing</p> <p>e) teachers / ongoing</p> <p>f) teachers / ongoing</p> <p>g) Site administrators</p>	<p>Tapes, CD players, listening centers</p> <p>Contract with CCOE – media cntr</p> <p>Computer and internet connections</p> <p>Tech trainer salary, laptops</p> <p>Software</p> <p>Software</p> <p>computers</p>	<p>\$5000/year</p> <p>25,000/year</p> <p>\$75,000</p> <p>\$80,000</p> <p>\$50,000</p> <p>\$50,000</p> <p>\$200,000</p>	<p>General fund, SIP, Title I, Title V</p> <p>General Fund</p> <p>District Technology fund</p> <p>District Technology Fund</p> <p>District Technology, SIP, Title I, Title V, Healthy Start</p> <p>District Technology, SIP, Title I</p> <p>District Technology, SIP, Title I, tech grants</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><i>5. Staff development and professional collaboration aligned with standards-based instructional materials:</i></p> <p>a) District administrators will participate in AB 75 , CSLA, ACSA, and/or S4 training, with a module specifically devoted to reading.</p> <p>b) The district’s teachers will participate in Language Arts adoption training with a heavy emphasis on the standards materials.</p> <p>c) New teachers will participate in BTSA, with activities that focus on the use of standards-based reading materials.</p> <p>d) Teachers and administrators will participate in training that emphasize effective scientifically-based instructional strategies such as those described by Robert Marzano and/or Dataworks.</p> <p>e) These instructional strategies will be used across content areas.</p> <p>f) District wide Grade level meetings will support standards instruction.</p> <p>g) Core Development Days will focus on standards-based instruction.</p>	<p>a) Site administrators / ongoing</p> <p>b) teachers, mentors / ongoing</p> <p>c) new teachers/ongoing</p> <p>d) Teachers, site administrators / 2002 - 2008</p> <p>e) Teachers / ongoing</p> <p>f) grade alike facilitators, teachers / ongoing</p> <p>g) Director of Curriculum / ongoing</p>	<p>Trainings, dues</p> <p>Mentor salaries Teacher release time Teacher salaries</p> <p>Teacher release time, trainings, BTSA coordinator, TAP coordinator</p> <p>Contract with SJCOE, substitutes, Professional Educator videos and books</p> <p>n/a</p> <p>Salaries</p> <p>Teacher salaries</p>	<p>\$25,000</p> <p>\$100,000</p> <p>\$80,000</p> <p>\$45,000</p> <p>-0-</p> <p>\$6000/yr</p> <p>\$180,000</p>	<p>General Fund AB75 fund</p> <p>General Fund, Title I, Title II, Title V, Federal CSR</p> <p>BTSA, TAP</p> <p>SIP, Title I S-4 funds, Title II, Title V</p> <p>n/a</p> <p>General Fund</p> <p>Buy-back days</p>

<p>h) After school workshops and district-wide trainings will support standards.</p> <p>i) PAR program will support teacher improvement in Language Arts standards-based instruction.</p> <p>j) Calaveras, San Joaquin and Stanislaus Offices of Education will support trainings for standards instruction.</p> <p>k) Administrators will schedule visitations at each school site to monitor and provide feedback regarding the teaching of appropriate grade level standards</p> <p>l) Develop a method to address teachers who are not on target or compliant with implementation of standards</p>	<p>h) Director of Curriculum, administrators, teachers / ongoing</p> <p>i) PAR participants, panel, consulting teachers</p> <p>j) Director of Curriculum, County offices / ongoing</p> <p>K) District and site administrators / ongoing</p> <p>L) District and site administrators / by 2005</p>	<p>Salaries, release time, contracts</p> <p>Salaries, release time, PAR panel, conferences</p> <p>trainings</p> <p>n/a</p> <p>n/a</p>	<p>\$60,000</p> <p>\$60,000/yr</p> <p>\$20,000</p> <p>-0-</p> <p>-0-</p>	<p>Title II, title I, SIP</p> <p>PAR funds</p> <p>Title I, SIP</p> <p>n/a</p> <p>n/a</p>
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Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><i>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</i></p> <p>a) Each school will maintain a Site Council with staff, parent and community representatives. Each Council receives reports on overall student assessment results in reading, and communicates the results to the entire school community. Site Councils also contribute input on how to improve school reading programs.</p> <p>b) The district will send each parent his/her student's individual assessment results with an explanation of how to interpret them.</p> <p>c) Each parent will be invited to a parent conference, at which teachers discuss the reading program and assessment results.</p> <p>d) The district will provide parents with a publication relating grade level standards.</p> <p>e) Teachers will report student progress on a standards based report card.</p>	<p>a) site administrators, site council members / ongoing</p> <p>b) Director of Curriculum / ongoing</p> <p>c) Teachers / ongoing</p> <p>d) Director of Curriculum / ongoing</p> <p>e) Director of Curriculum, teachers, Tech trainer, Site Administrators, / ongoing</p>	<p>n/a</p> <p>envelopes, postage</p> <p>n/a</p> <p>printing costs</p> <p>release time</p>	<p>-0-</p> <p>\$1500 / year</p> <p>-0-</p> <p>\$500 / year</p> <p>\$2000 / year</p>	<p>n/a</p> <p>General Fund</p> <p>n/a</p> <p>General Fund</p> <p>General Fund, Title I, SIP</p>



f) Teachers will provide progress notices to parents for students not at standard.	f) Teachers / ongoing	postage	\$3500 / year	General Fund
g) Schools will send newsletters to communicate to parents.	g) Site administrators, teachers / ongoing	postage	\$2000 / year	General Fund
h) Schools will produce a School Accountability Report card.	h) School Wise Press, Site Administrators / annually, spring	consultant	\$10,000 / year	Mandated Costs, General Fund
i) The district will produce a District Accountability Report Card.	i) Director of Curriculum/ ongoing	printing	\$4000 / year	General Fund
j) Schools will have Parent Curriculum based nights.	j) Site administrators, teachers / ongoing	release time	\$10,000 / year	Title I, SIP
k) Schools will have Open House and Back to School Nights for parents.	k) Site administrators, teachers / annually, fall & spring	n/a	-0-	n/a
l) Schools will use the district Social Promotion/Retention policy to report student progress to parents.	l) Director of Curriculum, Site administrators / ongoing	n/a	-0-	n/a

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. <i>Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</i></p> <p>a) School reading intervention classes in K-6 may include: leveled instruction, extended day, targeted pull-out programs, learning centers, lower teacher-pupil ratio</p> <p>b) School reading intervention classes will be placed in 7 – 12 schools to provide supplemental instruction to students below grade level in reading.</p> <p>c) Paraprofessionals will work in classrooms to assist in helping students acquire reading skills</p> <p>d) Intervention will be provided for all students (regardless of their primary language or learning disability) who have failed the English/Language Arts portion of the CAHSEE.</p> <p>e) An integrated service model will be used to provide instruction to students with special needs.</p>	<p>a) administrators, teachers, paraprofessionals,</p> <p>b) administrators, teachers, paraprofessionals</p> <p>c) paraprofessionals</p> <p>d) teachers</p> <p>e) RSP, Spec. Ed teachers, DIS teachers, regular ed teachers</p>	<p>teacher salaries paraprofessional salaries</p> <p>teacher salaries, paraprofessional salaries</p> <p>paraprofessional salaries</p> <p>teacher salaries</p> <p>salaries</p>	<p>\$240,000 \$500,000</p> <p>\$240,000 \$500,000</p> <p>\$500,000</p> <p>\$60,000</p>	<p>General Fund, Title I, SIP, Hourly attendance \$</p> <p>General Fund, Title I, SIP</p> <p>General Fund, Title I, SIP</p> <p>General Fund</p> <p>General Fund, Title I</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. <i>Monitoring program effectiveness:</i></p> <p>a) The district board and administration will support the Public School Accountability Act.</p> <p>b) The district will participate in all phases of the state’s standards-based assessment system, including the California Standards Test.</p> <p>c) Test data and the API results will be used to monitor programs and drive changes in instructional practice, when needed.</p> <p>d) Each site will have a Single Plan for Student Achievement, and the principal and Site Council have the responsibility for monitoring progress and making needed revisions.</p> <p>e) Classroom teachers will regularly assess students’ mastery of standards by examining student work; re-teaching occurs as needed.</p> <p>f) District performance tasks will be used as an additional measure.</p>	<p>a) School Board Members, Director of Curriculum / ongoing</p> <p>b) Director of Curriculum, Special Proj. Coordinator, teachers, site administrators / ongoing</p> <p>c) Director of Curriculum, administrators, teachers / ongoing</p> <p>d) teachers, Site council members, administrators / ongoing</p> <p>e) teachers / ongoing</p> <p>f) teachers / ongoing</p>	<p>n/a</p> <p>salaries testing materials</p> <p>n/a</p> <p>n/a</p> <p>n/a</p> <p>n/a</p> <p>n/a</p>	<p>-0-</p> <p>-0-</p> <p>-0-</p> <p>-0-</p> <p>-0-</p> <p>-0-</p>	<p>n/a</p> <p>General Fund</p> <p>n/a</p> <p>n/a</p> <p>n/a</p> <p>n/a</p>

<p>g) RESULTS data (BPST, Spelling Inventory, Oral Text reading, reading lexile, San Diego Quick, Scholastic Reading Inventory) will be used to diagnose student progress and guide instruction in grades K – 6.</p> <p>h) The CELDT will be administered to English Language Learners and progress will be tracked on the Academic Success Index.</p> <p>i) Students with special needs will participate in district assessment programs in accordance with their IEP.</p>	<p>g) teachers, ongoing</p> <p>h) Special Proj. Coord., CELDT site coordinators/ fall and spring annually</p> <p>i) Special Proj. Coord., Special Ed teachers / spring annually</p>	<p>n/a</p> <p>release time</p> <p>testing materials</p>	<p>-0-</p> <p>\$5000 / year</p>	<p>n/a</p> <p>EIA/LEP funds</p> <p>General Funds</p>
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Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. <i>Targeting services and programs to lowest-performing student groups:</i></p> <p>a) Students in grades 2-11 scoring below the 50<sup>th</sup> percentile in reading on CAT6 and/or below proficient level on CST will receive extra help from teachers and paraprofessionals.</p> <p>b) Summer School remedial reading classes will be offered to students in grades 2 – 6 who are reading below grade level, to help them prepare for success in middle school.</p> <p>c) Students in grades 7 – 8 who score below the proficient level on CST will be evaluated for inclusion in reading or study skills intervention classes.</p> <p>d) Students in grades 10 -12 who fail the English/Language Arts section of CAHSEE will be provided with academic support.</p>	<p>a) site administrators, teachers/ ongoing</p> <p>b) teachers, administrator, spec ed aides / ongoing</p> <p>c) teachers, administrators / ongoing</p> <p>d) teachers, administrators / ongoing</p>	<p>salaries</p> <p>5 hrs day x 20 days salaries materials &amp; supplies</p> <p>salaries, materials</p> <p>salaries, materials</p>	<p></p> <p>\$30,000 \$5,000</p> <p>\$120,000</p> <p>\$60,000</p>	<p></p> <p>Summer school funds</p> <p>Title I General Fund</p> <p>Title I General Fund</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><i>10. Any additional services tied to student academic needs:</i></p> <p>a) Identified schools will use sources from the Healthy Start/School Readiness Grant to support student progress in reading.</p> <p>b) Schools will utilize other community resources to support student achievement such as:</p> <ul style="list-style-type: none"> <li>- School Resource Officer</li> <li>- SARB</li> <li>- Child Welfare and Attendance Officer</li> <li>- At Risk counselors provided by district, Health Link, and County Mental Health Dept.</li> <li>- Child Protective Services</li> </ul>	<p>a) site administrator, school coordinators, teachers, paraprofessionals / ongoing</p> <p>b) Child Welfare and Attendance Officer, SARB Board, school resource officer, administrators, counselors / ongoing</p>	<p>Salaries, materials and supplies</p> <p>salaries</p>	<p>\$125,000/yr</p> <p>\$100,000</p>	<p>Healthy Start Grant, School Readiness Grant</p> <p>General Fund</p>

**Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.***

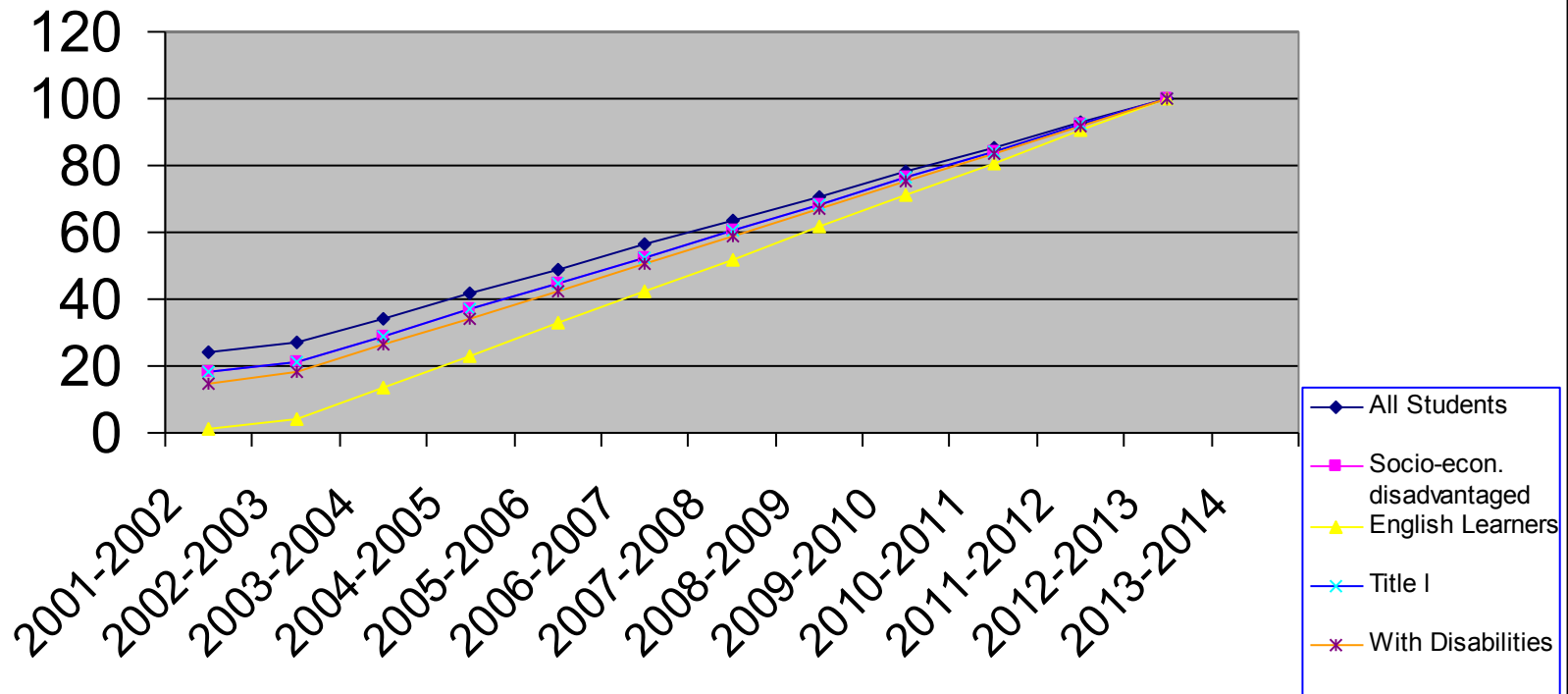
**Planned Improvement in Student Performance in Mathematics**

***By June 2004, 34% of all students in the Calaveras Unified School District will be proficient or advanced in the Mathematics as measured by the California Standards Test.***

***30.8% of the students in grades 2 through 7, in the Calaveras Unified School District, are performing at the proficient or advanced level as measured by the 2002 CST.***

Year	All Students	Socio-econ. disadvantaged	English Learners	Title I	With Disabilities
2001-2002	24	18	1	18	15
2002-2003	27	21	4	21	18
2003-2004	34.3	28.9	13.6	28.9	26.2
2004-2005	41.6	36.8	23.2	36.8	34.4
2005-2006	48.9	44.7	32.8	44.7	42.6
2006-2007	56.2	52.6	42.4	52.6	50.8
2007-2008	63.5	60.5	52	60.5	59
2008-2009	70.8	68.4	61.6	68.4	67.2
2009-2010	78.1	76.3	71.2	76.3	75.4
2010-2011	85.4	84.2	80.8	84.2	83.6
2011-2012	92.7	92.1	90.4	92.1	91.8
2012-2013	100	100	100	100	100
2013-2014					

# Annual Measurable Objectives % Proficient - Math





Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. <i>Alignment of instruction with content standards:</i></p> <p>The district has taken the following steps to align instruction with content standards:</p> <ul style="list-style-type: none"> <li>a) district has adopted the state content standards for Mathematics</li> <li>b) principals and vice principals receive training on standards and how to coach, supervise and evaluate teachers according to their ability to teach the standards</li> <li>c) teacher recruitment, hiring, evaluation and tenure decisions will focus on the standards</li> <li>d) all textbooks and supplemental materials will be state approved and align with the standards</li> <li>e) district intervention plan will support getting students to grade level standard</li> <li>f) district performance tasks will stress mastery of standards-based content</li> <li>g) teachers will be furnished a district generated standards planning document for their grade level/subject taught and a copy of the Mathematics Framework</li> </ul>	<ul style="list-style-type: none"> <li>a) CUSD School Board, site administrators / Spring, 2002</li> <li>b) Curriculum Director, site administrators, SJCOE consultant / ongoing</li> <li>c) Director of Personnel, site administrators / ongoing</li> <li>d) Curriculum Director, Curriculum Council, Mentor teachers / ongoing</li> <li>e) Curriculum Director, Intervention Committee, Admin Council / ongoing</li> <li>f) Curriculum Director, grade alike teachers / ongoing</li> <li>g) Curriculum Director / ongoing</li> </ul>	<ul style="list-style-type: none"> <li>-0-</li> <li>-0-</li> <li>-0-</li> <li>Textbook adoption comm.. mentor teacher release time</li> <li>Intervention Committee consultant fee</li> <li>grade alike facilitators salaries</li> <li>printing</li> </ul>	<ul style="list-style-type: none"> <li>salaries</li> <li>-0-</li> <li>-0-</li> <li>\$5000.00 / year</li> <li>% of salaries \$6000 / year</li> <li>\$6000.00 / year</li> <li>\$1,500 / year</li> </ul>	<ul style="list-style-type: none"> <li>General Fund</li> <li>n/a</li> <li>n/a</li> <li>By-back days General Fund</li> <li>General Fund</li> <li>General Fund</li> <li>General Fund</li> </ul>

<p>h) grade levels have identified essential standards and will be used to focus instruction. Special Ed students IEP goals will also be linked to key grade level standards.</p> <p>i) when teaching other content area teachers will emphasize Mathematics when possible</p> <p>j) reports to parents and reports of progress towards IEP goals will be on a standards based report card</p>	h) teachers / ongoing	-0-	-0-	n/a
	i) teachers / ongoing	-0-	-0-	n/a
	j) Director of Curriculum, teachers / ongoing	teacher release time	\$3000.00/yr	General Fund



Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. <i>Use of standards-aligned instructional materials and strategies:</i></p> <p>a) The district as purchased materials on the State-approved List ( K-6 Harcourt Math, 2002, 7 – 9 Pre-Algebra, Algebra I, Prentice Hall 2001, 9-12 Geometry Concepts and Applications, Geometry Concepts and Applications, and Advanced Mathematical Concepts Pre Calculus with Applications, Glenco/McGraw Hill 2001. These materials are available to all students regardless of primary language and disability.</p> <p>b) Standards will be posted in every classroom, for students to see.</p> <p>c) Teachers will regularly examine student work samples at grade level meetings, co-planning meetings and/or Core Development/Buy back days, to ensure that students are mastering grade level content standards.</p> <p>d) Teachers and students will know and be able to verbalize standards they are working towards.</p>	<p>a) School Board Members, Curriculum Director , site administrators / 2002</p> <p>b) Director of Curriculum, Ed Services personnel / fall, 2002</p> <p>c) teachers / ongoing</p> <p>d) teachers and students</p>	<p>Programs</p> <p>Printing, laminating</p> <p>Grade alike facilitators</p> <p>n/a</p>	<p>salaries \$200,000</p> <p>\$750</p> <p>\$6000 / year</p> <p>-0-</p>	<p>State textbook fund</p> <p>Title I, SIP funds</p> <p>General Fund</p> <p>n/a</p>

<p>e) Develop grade level/course specific schedule of standards instruction. This calendar will include all assessment data including performance tasks, benchmark assessments and state required tests.</p> <p>f) Develop sample lesson plans and benchmark assessments for each standard.</p> <p>g) Develop end of course/grade level exams for Math.</p>	<p>e) Director of Curriculum, Site Administrators, teachers / by 2005</p>	<p>release time, printing costs</p>	<p>\$3000</p>	<p>SIP</p>
	<p>f) Director of Curriculum, teachers / by 2005</p>	<p>release time, consultant fees</p>	<p>\$10,000</p>	<p>SIP</p>
	<p>g) Director of Curriculum, teachers / by 2005</p>	<p>release time, consultant fees</p>	<p>\$10,000</p>	<p>SIPa</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. <i>Extended learning time:</i></p> <p>a) The district will offer/collaborate with agencies that offer preschool programs; these programs will focus heavily on numeracy skills that are aligned with the pre-K standards.</p> <p>b) The district will offer kindergarten transition programs that develop math readiness skills. These programs will be available to all students regardless of primary language or learning disability.</p> <p>c) The district will offer intervention programs so students may get extra help for math in addition to core instruction before/after school., during intersession, during summer or during the regular day.</p> <p>d) Gr. 7 – 12 schools will offer double period of math for students with need for extra help.</p> <p>e) Parent / Child activities will support math.</p> <p>f) Schools will encourage cross-age tutoring</p> <p>g) Develop targeted lessons focused on CAHSEE</p> <p>h) Develop consistent strategies for reteaching standard when student fails to master after initial instruction</p>	<p>a) kindergarten teachers, Head Start teachers / ongoing</p> <p>b) kindergarten teachers, site administrator / summer 2003 - 2007</p> <p>c) teachers, paraprofessionals / ongoing</p> <p>d) site administrators, teachers / ongoing</p> <p>e) teachers / ongoing</p> <p>f) teachers, students / ongoing</p> <p>g) Director of Curriculum, teachers/2005</p> <p>h) Director of Curriculum, site administrators, teacher / by 2005</p>	<p>n/a</p> <p>materials &amp; supplies, summer school salaries</p> <p>salaries, materials &amp; supplies, trainings</p> <p>intervention teacher salaries</p> <p>materials and supplies</p> <p>n/a</p> <p>release time, consultant</p> <p>release time</p>	<p>-0-</p> <p>\$6000/year</p> <p>\$500,000</p> <p>\$250,000/year</p> <p>\$5000 / year</p> <p>-0-</p> <p>\$3000</p> <p>\$3000</p>	<p>n/a</p> <p>School Readiness Grant, Title I, SIP</p> <p>General Fund, SIP, Title I, Healthy Start</p> <p>Title I, Special Ed, General Fund</p> <p>Title I, SIP, Special Ed, General Fund</p> <p>n/a</p> <p>SIP</p> <p>SIP</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. <i>Increased access to technology:</i></p> <p>a) Teachers will use listening centers and curriculum adopted tapes in k - 4</p> <p>b) Teachers will use videos to stimulate interest in related topics/themes</p> <p>c) Teachers will use internet to locate interactive math activities</p> <p>d) Technology trainer and site technology coaches will assist in use of computer</p> <p>e) Software programs that support standards will be used such as Accelerated Math, and Compass Learning.</p> <p>f) Software programs that support effective instructional strategies such as Inspiration using graphic organizers.</p> <p>g) The computer/student ratio will be reduced.</p>	<p>a) teachers / ongoing</p> <p>b) teachers / ongoing</p> <p>c) teachers / ongoing</p> <p>d) technology trainer and tech coaches/ongoing</p> <p>e) teachers / ongoing</p> <p>f) teachers / ongoing</p> <p>g) Site administrators</p>	<p>Tapes, CD players, listening centers</p> <p>Contract with CCOE – media cntr</p> <p>Computer and internet connections</p> <p>Tech trainer salary, laptops</p> <p>Software</p> <p>Software</p> <p>computers</p>	<p>\$5000/year</p> <p>25,000/year</p> <p>\$75,000</p> <p>\$80,000</p> <p>\$50,000</p> <p>\$50,000</p> <p>\$200,000</p>	<p>General fund, SIP, Title I, Title V</p> <p>General Fund</p> <p>District Technology fund</p> <p>District Technology Fund</p> <p>District Technology, SIP, Title I, Title V, Healthy Start</p> <p>District Technology, SIP, Title I</p> <p>District Technology, SIP, Title I, tech grants</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><i>5. Staff development and professional collaboration aligned with standards-based instructional materials:</i></p> <p>a) District administrators will participate in AB 75 , CSLA, ACSA, S4 training, with a module specifically devoted to math.</p> <p>b) The district’s K-6 teachers will participate in Harcourt Math adoption training with a heavy emphasis on the standards materials.</p> <p>c) New teachers will participate in BTSA, with activities that focus on the use of standards-based math materials.</p> <p>d) Teachers and administrators will participate in training that that emphasize effective scientifically-based instructional strategies such as described by Robert Marzano and/or Dataworks.</p> <p>e) These instructional strategies will be used across content areas.</p>	<p>a) Site administrators / ongoing</p> <p>b) teachers, mentors / ongoing</p> <p>c) new teachers, TAP coordinator, /ongoing</p> <p>d) Teachers, site administrators / 2002 - 2008</p> <p>e) Teachers / ongoing</p>	<p>Trainings, dues</p> <p>Mentor salaries Teacher release time Teacher salaries</p> <p>Trainings, BTSA coordinator, TAP coordinator, teacher release time</p> <p>Contract with SJCOE, substitutes, Professional Educator videos and books</p> <p>n/a</p>	<p>\$25,000</p> <p>\$100,000</p> <p>\$80,000</p> <p>\$50,000</p> <p>-0-</p>	<p>General Fund AB75 fund</p> <p>General Fund, Title I, Title II, Title V, Federal CSR</p> <p>BTSA, TAP</p> <p>SIP, Title I S-4 funds, Title II, Title V</p> <p>n/a</p>

f) District wide Grade level meetings will support standards instruction.	f) grade alike facilitators, teachers / ongoing	stipends	\$6000/yr	General Fund
g) Core Development Days will focus on standards-based instruction.	g) Director of Curriculum / ongoing	Teacher salaries, consultant fees	\$180,000	Buy-back days
h) After school workshops and district-wide trainings will support standards.	h) Director of Curriculum, administrators, teachers / ongoing	Salaries, release time, contracts	\$60,000	Title II, title I, SIP
i) PAR program will support teacher improvement.	i) PAR participants, panel, consulting teachers	Salaries, release time, PAR panel, conferences	\$60,000/yr	PAR funds
j) Calaveras, San Joaquin and Stanislaus Offices of Education will support trainings for standards instruction.	j) Director of Curriculum, County offices / ongoing	trainings	\$20,000	Title I, SIP
k) Administrators will schedule visitations at each school site to monitor and provide feedback regarding the teaching of appropriate grade level standards	k) District and site administrators / ongoing	n/a	-0-	n/a
l) Develop a method to address teachers who are not on target or compliant with implementation of standards	l) District and site administrators / by 2005	n/a	-0-	n/a



Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. <i>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</i></p> <p>a) Each school will maintain a Site Council with staff, parent and community representatives. Each Council receives reports on overall student assessment results in math, and communicates the results to the entire school community. Site Councils also contribute input on how to improve school math programs.</p> <p>b) The district will send each parent his/her student's individual assessment results with an explanation of how to interpret them.</p> <p>c) Each parent will be invited to a parent conference, at which teachers discuss the math program and assessment results.</p> <p>d) The district will provide a publication for parents relating grade level standards.</p> <p>e) Teachers will report student progress on a standards based report card.</p>	<p>a) site administrators, site council members / ongoing</p> <p>b) Director of Curriculum / ongoing</p> <p>c) Teachers / ongoing</p> <p>d) Director of Curriculum / ongoing</p> <p>e) Director of Curriculum, teachers, Tech trainer, Site Administrators, / ongoing</p>	<p>n/a</p> <p>envelopes, postage</p> <p>n/a</p> <p>printing costs</p> <p>release time</p>	<p>-0-</p> <p>\$1500 / year</p> <p>-0-</p> <p>\$500 / year</p> <p>\$2000 / year</p>	<p>n/a</p> <p>General Fund</p> <p>n/a</p> <p>General Fund</p> <p>General Fund, Title I, SIP</p>

f) Teachers will provide progress notices to parents for students not at standard.	f) Teachers / ongoing	postage	\$3500 / year	General Fund
g) Schools will send newsletters to communicate to parents.	g) Site administrators, teachers / ongoing	postage	\$2000 / year	General Fund
h) Schools will produce a School Accountability Report card.	h) School Wise Press, Site Administrators / annually, spring	consultant	\$10,000 / year	Mandated Costs, General Fund
i) District will produce a District Accountability Report Card.	i) Director of Curriculum / ongoing	printing	\$4000 / year	General Fund
j) Schools will have Parent curriculum based nights.	j) Site administrators, teachers / ongoing	release time	\$10,000 / year	Title I, SIP
k) Schools will have Open House and Back to School Nights for parents.	k) Site administrators, teachers / annually, fall & spring	n/a	-0-	n/a
l) Schools will use the district Social Promotion / Retention policy to report to parents student progress.	l) Director of Curriculum, Site administrators / ongoing	n/a	-0-	n/a

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. <i>Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</i></p> <p>a) Paraprofessionals will work in classrooms to assist in helping students acquire math skills.</p> <p>b) School math intervention classes will be placed in 7 – 12 schools to provide supplemental instruction to students below grade level in math.</p> <p>c) Intervention will be provided for all students who have failed the Mathematics portion of the CAHSEE.</p> <p>d) An integrated service model will be used to provide instruction to students with special needs.</p>	<p>a) administrators, teachers, paraprofessionals,</p> <p>b) administrators, teachers, paraprofessionals</p> <p>c) paraprofessionals</p> <p>d) RSP, Spec. Ed teachers, DIS teachers, regular ed teachers</p>	<p>teacher salaries paraprofessional salaries</p> <p>teacher salaries, paraprofessional salaries</p> <p>paraprofessional salaries</p> <p>salaries</p>	<p>\$240,000 \$500,000</p> <p>\$240,000 \$500,000</p> <p>\$500,000</p>	<p>General Fund, Title I, SIP, Hourly attendance \$</p> <p>General Fund, Title I, SIP</p> <p>General Fund, Title I, SIP</p> <p>General Fund, Title I</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. <i>Monitoring program effectiveness:</i></p> <p>a) The district board and administration will support the Public School Accountability Act.</p> <p>b) The district will participate in all phases of the state’s standards-based assessment system, including the California Standards Test.</p> <p>c) Test data and the API results will be used to monitor programs and drive changes in instructional practice, when needed.</p> <p>d) Each site will have a Single Plan for Student Achievement, and the principal and Site Council have the responsibility for monitoring progress and making needed revisions.</p> <p>e) Classroom teachers will regularly assess students’ mastery of standards by examining student work; re-teaching occurs as needed.</p>	<p>a) School Board Members, Director of Curriculum / ongoing</p> <p>b) Director of Curriculum, Special Proj. Coordinator, teachers, site administrators / ongoing</p> <p>c) Director of Curriculum, administrators, teachers / ongoing</p> <p>d) teachers, Site council members, administrators / ongoing</p> <p>e) teachers / ongoing</p>	<p>n/a</p> <p>salaries testing materials</p> <p>n/a</p> <p>n/a</p> <p>n/a</p>	<p>-0-</p> <p>-0-</p> <p>-0-</p> <p>-0-</p>	<p>n/a</p> <p>General Fund</p> <p>n/a</p> <p>n/a</p> <p>n/a</p>

<p>f) District performance tasks will be used as an additional measure.</p> <p>g) The district will identify and implement diagnostic assessments in Mathematics.</p> <p>h) The CELDT will be administered to English Language Learners and progress will be tracked on the Academic Success Index.</p>	<p>f) teachers / ongoing</p> <p>g) director of Curriculum, teachers / ongoing</p> <p>h) Special Proj. Coord., CELDT site coordinators/ fall and spring annually</p>	<p>n/a</p> <p>release time materials</p> <p>release time Testing materials</p>	<p>-0-</p> <p>\$20,000 / year</p> <p>\$5000 / year</p>	<p>n/a</p> <p>Title I, SIP, Title II, Title V</p> <p>EIA/LEP funds</p>
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Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><i>9. Targeting services and programs to lowest-performing student groups:</i></p> <p>a) Students in grades 2-11 scoring below the 50<sup>th</sup> percentile in math on CAT6 and/or below proficient level on the CST will receive extra help from teachers and paraprofessionals.</p> <p>b) Summer School remedial math classes will be offered to students in grades 2 – 6 who are reading below grade level, to help them prepare for success in middle school.</p> <p>c) Students in grades 10 -11 who fail the Mathematics section of CAHSEE will be provided with tutoring.</p> <p>d) Students in grades 7 – 8 who are below the proficient level on the CST will be evaluated for inclusion in math or study skills intervention classes.</p>	<p>a) site administrators, teachers/ ongoing</p> <p>b) teachers, administrator, spec ed aides / ongoing</p> <p>c) teachers, administrators / ongoing</p> <p>d) teachers, administrators / ongoing</p>	<p>salaries</p> <p>5 hrs day x 20 days salaries materials &amp; supplies</p> <p>salaries, materials</p> <p>salaries, materials</p>	<p></p> <p>\$30,000 \$5,000</p> <p>\$60,000</p> <p>\$60,000</p>	<p>Title I General fund</p> <p>Summer school funds</p> <p>Title I General Fund</p> <p>Title I General Fund</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><i>10. Any additional services tied to student academic needs::</i></p> <p>a) Identified schools will use sources from the Healthy Start/School Readiness Grant to support student progress in reading.</p> <p>b) Schools will utilize other community resources to support student achievement such as:            -School Resource Officer            -SARB            -Child Welfare and Attendance Officer            -At Risk counselors provided by district, Health Link, and County Mental Health Dept.            -Child Protective Services</p>	<p>a) site administrator, school coordinators, teachers, paraprofessionals / ongoing</p> <p>b) Child Welfare and Attendance Officer, SARB Board, school resource officer, administrators, counselors / ongoing</p>	<p>Salaries, materials and supplies</p> <p>salaries</p>	<p>\$125,000/yr</p> <p>\$100,000</p>	<p>Healthy Start Grant, School Readiness Grant</p> <p>General Fund</p>

**Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

**Calaveras Unified School District CELDT Annual Assessment - All Students – 2002/2003**

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Total Tested
<b>Overall Proficiency</b>														
<b>Number and Percent of Students at Each Overall Proficiency Level</b>														
<b>Advanced</b>	***** **	3 50.0%	***** **	0 0.0%	2 29.0%	***** **	***** **	***** **	***** **	***** **	***** **	0 0.0%	***** **	6 19.0%
<b>Early Advanced</b>	***** **	0 0.0%	***** **	2 50.0%	3 43.0%	***** **	***** **	***** **	***** **	***** **	***** **	0 0.0%	***** **	8 25.0%
<b>Intermediate</b>	***** **	2 33.0%	***** **	2 50.0%	2 29.0%	***** **	***** **	***** **	***** **	***** **	***** **	0 0.0%	***** **	16 50.0%
<b>Early Intermediate</b>	***** **	1 17.0%	***** **	0 0.0%	0 0.0%	***** **	***** **	***** **	***** **	***** **	***** **	0 0.0%	***** **	2 6.0%
<b>Beginning</b>	***** **	0 0.0%	***** **	0 0.0%	0 0.0%	***** **	***** **	***** **	***** **	***** **	***** **	0 0.0%	***** **	0 0.0%
<b>Number Tested</b>	2 100.0%	6 100.0%	2 100.0%	4 100.0%	7 100.0%	1 100.0%	1 100.0%	2 100.0%	1 100.0%	3 100.0%	2 100.0%	0 0.0%	1 100.0%	32 100.0%
<b>Skill Area Mean Scale Scores</b>														
<b>Listening/Speaking</b>	*****	539.3	*****	564.0	602.7	*****	*****	*****	*****	*****	*****	0.0	*****	
<b>Reading</b>			*****	497.8	505.1	*****	*****	*****	*****	*****	*****	0.0	*****	
<b>Writing</b>			*****	515.8	513.1	*****	*****	*****	*****	*****	*****	0.0	*****	
<b>Use of Listening/Speaking Exemption</b>														
<b># Students</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>% Students</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

\*\*\* Summary data is not provided for groups of three or less.

**Planned Improvement in Programs for LEP Students and Immigrants (Title III)**  
(Summarize information from district-operated programs and approved school-level plans)





	Description of how the LEA is meeting or plans to meet this requirement.
<p>1. <i>(Per Sec. 3116(b) of NCLB, this Plan must include the following:</i></p> <p>a. <i>Describe the programs and activities to be developed, implemented, and administered under the subgrant;</i></p> <p>b. <i>Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</i></p> <p>c. <i>Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</i></p> <ul style="list-style-type: none"> <li>▪ <i>meeting the annual measurable achievement objectives described in Section 3122;</i></li> <li>▪ <i>making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</i></li> <li>▪ <i>annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));</i></li> </ul> <p>d. <i>Describe how the LEA will promote parental and community participation in LEP programs.</i></p>	<p><b>1a</b></p> <ul style="list-style-type: none"> <li>• Calaveras Unified School District does not receive Title III funds. We plan to join a consortium with San Joaquin County Office of Education to receive these funds. These funds would be used to support a coach, which in turn would support teachers with ELD instruction.</li> <li>• Calaveras Unified School District currently provides the following instructional services to students identified as English Learners (K-12 EL students who have been assessed on the CELDT and found to be at “less than reasonable levels of fluency in English”) which best meet the needs of the student population: <ol style="list-style-type: none"> <li>1) Teachers will deliver daily ELD strategies and instruction designed for non-native language speakers to students, as required. The ELD instruction focuses on listening, speaking, reading and writing in English and is targeted to the students’ levels of proficiency in English, and is based on the ELD standards.</li> <li>2) All core subjects have teacher manuals devoted to ELD lessons. Core content instruction is based on state grade level standards, and teachers utilize appropriate strategies to ensure comprehensibility of instruction.</li> <li>3) ELD instruction will be delivered by teachers with the appropriate state authorizations.</li> <li>4) Support for ELD instruction is included in district adopted Harcourt Social Studies and Science.</li> <li>5) Principals will assign EL students to classrooms with authorized teacher.</li> <li>6) Secondary programs have an additional period for ELD instruction by an authorized teacher in addition to standards based core instruction.</li> <li>7) The district will provide intervention programs that are scientifically based for EL students that are below standards.</li> </ol> </li> </ul> <p><b>1b</b></p> <ul style="list-style-type: none"> <li>• The Calaveras Unified School District has set the following annual goals for EL students in the area of</li> </ul>

reading and language arts. Student growth is measured by the state assessment, CELDT and the California Standards Test. (See exhibit of Academic Success Index Benchmarks)

- 1) The district will purchase programs and materials, provide staff development, coaches, to meet the needs of our EL population.
- Utilizing Title III funds, SJCOE will provide an ELD coach to provide ongoing assistance to the classroom teachers in the form of modeling and facilitation of reflective practice.

**1c**

The Calaveras Unified School District is committed to monitoring the academic achievement of its EL students in the subject areas of English Language Development, English/Language Arts and Mathematics. To ensure that EL students are making satisfactory progress towards annual goals, the District employs the following monitoring process: (See exhibit of Academic Success Index)

**At the school sites:**

- All EL student records (testing, copies of letter to parents, grades, Academic Success Index, Primary Language Assessment, CELDT reporting form) are all kept in a blue EL folder inside the student cumulative folder
- A site EL Coordinator is selected to gather and monitor EL student records, coordinate EL testing, advise teachers and administrators about EL student progress.
- The Single Plan for Student Achievement addresses the language and academic needs of EL students.
- The principal monitors the EL student placement in classes and

	<p>groupings, ensures appropriate teacher authorizations, visits classrooms regularly to monitor ELD lesson implementation, and ensures implementation of the district plan to meet the language and academic needs of EL students.</p> <ul style="list-style-type: none"> <li>• Sites will evaluate and review the academic and English proficiency progress of EL students using District Academic Success Index.</li> <li>• Reports regarding student progress are submitted to the district by the principal and site coordinator.</li> </ul> <p><b>At the district level:</b></p> <ul style="list-style-type: none"> <li>• District will evaluate and review the academic and English proficiency progress of EL students in monitoring their success in meeting AYP goals.</li> <li>• All EL student information will be recorded in a district database that is distributed to individual school site administration and site EL Coordinators.</li> <li>• Progress of EL students will be discussed at Principals' meetings annually.</li> <li>• Director of Curriculum will monitor program implementation with principals. They will analyze for successful progress towards the benchmarks.</li> <li>• The district is developing a comprehensive plan of professional development for teachers of EL students. This is designed to improve teachers use of curriculum, assessment measures, and instructional strategies.</li> <li>• The district will fund teacher and administrator participation in CLAD and SB395 trainings.</li> <li>• The district will collaborate with SJCOE to provide professional development leading to authorizations for teachers of EL students. The goal of this staff development will be to enhance teachers skills in using students' home language to enhance English language development.</li> <li>• The professional development leading to authorizations will be augmented by classroom coaching and/or reflective practice focused on standards-based education of EL students and their attainment of</li> </ul>
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the rigorous academic core curriculum (collaborative partnership with SJCOE).

- All programs will be selected to lead to long-term change.

**1d**

- Parents receive an explanation of the District programs for EL students along with their copy of parent notification and assessment results.
- Parents of all assessed students will annually be given written notification, in their primary language, of the results of their student's English and primary language assessment.
- The district will encourage and promote involvement of the EL parents. The district has written parent involvement policies and when possible, EL parents are involved in developing site plans.

	Description of how the LEA is meeting or plans to meet this requirement.
<p>2. <i>Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) .</i>  <i>The effectiveness of the LEP programs will be determined by the increase in:</i></p> <ul style="list-style-type: none"> <li>• <i>English proficiency; and</i></li> <li>• <i>Academic achievement in the core academic subjects</i></li> </ul>	<p>2. Calaveras Unified School District has adopted research based Houghton Mifflin Language Arts and Harcourt Math for K-6 students. ELD instruction is imbedded in these materials. Standards-aligned content curricular and instruction are implemented at all sites. Each EL student, upon assessment for language proficiency level, receives daily, targeted instruction in ELD appropriate to his/her level of fluency in English. Students are taught by a highly qualified teacher.</p> <ul style="list-style-type: none"> <li>• The district has selected Hampton Brown High Point as a supplemental program for EL students in grades 6 – 12, students receive an additional period daily of focused ELD instruction.</li> <li>• The district will analyze CELDT scores and District benchmarks to measure increases in English proficiency.</li> <li>• The district will utilize the Academic Success Index to analyze CAT-6, CST, and SABE scores; district benchmarks; and report card grades to determine increases in academic achievement in core academic subjects.</li> <li>• Sites will evaluate and review the progress of EL students academically as well as their English proficiency using the Academic Success Index which includes achievement objectives and reflects the amount of time the student has been enrolled in the program of English language instruction.</li> <li>• Intervention programs provide additional support for EL students at-risk of not achieving grade level standards.</li> </ul>

	Description of how the LEA is meeting or plans to meet this requirement.
<p>3. <i>Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</i></p> <p>a) <i>designed to improve the instruction and assessment of LEP children;</i></p> <p>b) <i>designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited English-proficient students;</i></p> <p>c) <i>based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching sills;</i></p> <p>d) <i>long term effect will result in positive and lasting impact on teacher performance in the classroom.</i></p>	<p>3. In order for administrators, teachers, and parents to meet the needs of EL students at all proficiency levels, they will be encourage to participate in a standards-based professional program. Title II funds will be used to design a professional development plan that will integrate research and scientifically-based theory with high quality instructional practices.</p> <p>This plan will include the development of:</p> <ul style="list-style-type: none"> <li>• knowledge of meta-cognitive and meta-linguistic skills through which EL students are taught</li> <li>• the ability to design and implement differentiated, standards-based instruction in all academic areas, considering the socio-economic , cultural, and linguistic diversity within the school community</li> <li>• strategies to identify potential interference between the primary language and English</li> <li>• a vast repertoire of strategies for literacy instruction</li> <li>• Research-based practices for reading comprehension</li> <li>• the ability to systematically identify and develop resources for differentiating instruction in the teaching of reading, writing, listening and speaking</li> <li>• an understanding of the role of assessment in guiding and evaluating instructional practices</li> <li>• the ability to design and implement various assessments</li> <li>• the ability to use student data to differentiate instruction and evaluate the effectiveness of instruction.</li> </ul>

*Calaveras Unified School District*  
*English Learner Academic Success Index*

Student \_\_\_\_\_ Grade \_\_\_\_\_

\_\_\_\_\_ School \_\_\_\_\_

Entered District: \_\_\_\_\_ Entered School: \_\_\_\_\_

\_\_\_\_\_ CST date \_\_\_\_\_

<u>Indicators</u> <u>Grades 2 - 12</u>	<u>Points</u>	
<i>English Learner, FEP-1, FEP-R, EO students</i> (circle one) CELDT level date: _____ (50%)	<i>Possible</i>	<i>Student</i>
	<i>Points</i>	<i>Points</i>
<i>Advanced</i>	50	
<i>Early Advanced</i>	40	
<i>Intermediate</i>	30	
<i>Early Intermediate</i>	10	
<i>Beginning</i>	0	



<i>English / Language Arts Content Standards Test Performance Level (15%)</i>		
<i>Advanced</i>	<i>15</i>	
<i>Proficient</i>	<i>12</i>	
<i>Basic</i>	<i>8</i>	
<i>Below Basic</i>	<i>4</i>	
<i>Far Below Basic</i>	<i>0</i>	
<i>STAR: Standardized Test Total Reading NCE (10%)</i>		
<i>76 – 99</i>	<i>10</i>	
<i>65 – 75</i>	<i>9</i>	
<i>56 – 64</i>	<i>8</i>	
<i>45 – 55</i>	<i>7</i>	
<i>36 – 44</i>	<i>6</i>	
<i>25 – 35</i>	<i>4</i>	
<i>1 – 24</i>	<i>0</i>	
<i>Academic Classroom English / Language Arts Grade (End of year) (GATE , AP or Honors additional 5 points) (15%)</i>		
<i>Above Standard</i>	<i>15</i>	
<i>At Standard</i>	<i>10</i>	
<i>Below Standard</i>	<i>5</i>	

<i>Average of District Performance Tasks / Language Arts (10%)</i>		
<i>Above Standard</i>	<i>10</i>	
<i>At Standard</i>	<i>5</i>	
<i>Below Standard</i>	<i>0</i>	
<i>Total Points</i>	<i>100</i>	

*Met Benchmark: YES NO (see back for benchmarks)*

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*Teacher signature*

*Parent signature*

*Principal signature*

*White copy to CUM, yellow copy to parent, pink copy to Ed. Services, goldenrod copy to next year teacher*

# Calaveras Unified School District

## Academic Success Index Benchmarks

<i>CELDT Levels</i>	<i>Beginning</i>	<i>Early Intermediate</i>	<i>Intermediate</i>	<i>Early Advanced</i>	<i>Reclassified</i>
<i>Timeline toward reclass-</i>	<i>1<sup>st</sup> year</i>	<i>2<sup>nd</sup> year</i>	<i>3<sup>rd</sup> year</i>	<i>4<sup>th</sup> year</i>	<i>5<sup>th</sup> year</i>
		<i>1<sup>st</sup> year</i>	<i>2<sup>nd</sup> year</i>	<i>3<sup>rd</sup> year</i>	<i>4<sup>th</sup> year</i>
			<i>1<sup>st</sup> year</i>	<i>2<sup>nd</sup> year</i>	<i>3<sup>rd</sup> year</i>

<i>ification based on initial enroll- ment</i>				<i>1<sup>st</sup> year</i>	<i>2<sup>nd</sup> ye</i>
					<i>1<sup>st</sup> yea</i>
<i>Standard- 1<sup>ed</sup> Test Reading NCE</i>	<i>5 - 13</i>	<i>14 25</i>	<i>25 - 31</i>	<i>32 - 38</i>	<i>39 - 45</i>
<i>CST: English / Language Arts</i>	<i>Far Below Basic</i>	<i>Far Below Basic</i>	<i>Below Basic</i>	<i>Basic</i>	

<i>Target</i>	<i>35</i>	<i>45</i>	<i>55</i>	<i>65</i>	
<i>ASI</i>					
<i>AS</i>					

# CALAVERAS UNIFIED SCHOOL DISTRICT

3304-B Highway 12  
P.O. Box 788  
San Andreas, CA 95249  
(209) 754-3504  
Fax: (209) 754-5361

Date:

To the parent of: \_\_\_\_\_ School: \_\_\_\_\_

State and Federal laws require all school districts in California to give a state test every year to students whose home language is not English. The name of this test is the California English Language Development Test (CELDT). Its purpose is to see how well each child is doing each year in learning to listen, speak, read, and write English.

Your child's 2002 CELDT results have identified him/her as an English Learner. The bar graphs on the enclosed report shows your child's proficiency level in listening, speaking, reading, and writing as well as the overall level of English. We have also received the results of your child's STAR test. Those scores were recently mailed to you.

Your child has been placed in an English Learner Mainstream program. Students in kindergarten through sixth grade will receive adequate and appropriate English Language Development instruction daily by an authorized teacher. Students in seventh through twelfth grade will be provided with an additional period of instruction in English Language Development taught by an authorized teacher. All students will have equitable access to the core curriculum.

An intervention plan will be implemented to assist your child while he/she is acquiring English. This plan will include intensified strategies that facilitate student mastery of the state grade level standards.

Students in kindergarten through sixth grade will receive English Language Development instruction aligned with the standards based core curriculum. Students in seventh through twelfth grade will receive English Language Development instruction in addition to standards based grade level Language Arts courses.

The Academic Success Index will be used as an annual reclassification tool as part of the Instruction Improvement Plan. Your child may be considered for reclassification to Fluent English Proficient (RFEP) when:

1. He/she achieves an overall proficiency level of Early Advanced or above *and* proficiency levels of Intermediate of above in all three test components(listening/speaking, reading, writing)on the annual CELDT assessment.
2. He/she can demonstrate, according to teacher observation, sufficient understanding and speaking fluency to function and compete in an English-only environment.
3. He/she has completed at least one full semester in an English Language Instruction Program with grades of "satisfactory" or better in all academic areas.
4. He/she receives a written language score at or above average as indicated by a writing sample.
5. Teacher judgment that he/she meets or exceeds above criteria

and/or students in grades four through twelve obtain an "at standard" or better in academic courses. If you have any questions regarding your student's instructional placement, please feel free to contact the school principal.

Sincerely,

Betty White  
Director of Curriculum

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	4. <i>Upgrade program objectives and effective instruction strategies.</i>	<b>Yes or No</b> Yes	<b>If yes, describe:</b> <ul style="list-style-type: none"> <li>The district will review data and programs (as listed in 1.a) and revise as indicated by the data.</li> </ul>
Allowable Activities	5. <i>Provide –</i> <i>a. tutorials and academic or vocational education for LEP students; and</i> <i>b. intensified instruction.</i>	<b>Yes or No</b> Yes	<b>If yes, describe:</b> <ul style="list-style-type: none"> <li>The district will provide one additional hour of intensive English language instruction daily for the EL students at the secondary level.</li> </ul>

	Description of how the LEA is meeting or plans to meet this requirement.	
<p>6. <i>Develop and implement programs that are coordinated with other relevant programs and services.</i></p>	<p><b>Yes or No</b> No</p>	<p><b>If yes, describe:</b></p>
<p>7. <i>Improve the English proficiency and academic achievement of LEP children.</i></p>	<p><b>Yes or No</b> Yes</p>	<p><b>If yes, describe:</b></p> <ul style="list-style-type: none"> <li>• The district will identify essential ELD standards and use them as the basis for developing ELD benchmarks to monitor the progress of EL students.</li> <li>• The district will monitor the progress of EL students by developing a comprehensive analysis of ELDT, CST, report card grades, and other student data.</li> </ul>



		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	<p>8. <i>Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</i></p> <ul style="list-style-type: none"> <li>○ <i>To improve English language skills of LEP children; and</i></li> <li>○ <i>To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</i></li> </ul>	<p><b>Yes or No</b> Yes</p>	<p><b>If yes, describe:</b></p> <ul style="list-style-type: none"> <li>• The district will offer parent literacy nights and Family Math and Science institutes, in order to assist parents in developing literacy and academic skills.</li> <li>• Sites will provide interpreter for non English speaking parents to facilitate school to home communication.</li> <li>• The district will coordinate with the County library adult literacy program to support the development of literacy and academic skills.</li> </ul>
	<p>9. <i>Improve the instruction of LEP children by providing for –</i></p> <ul style="list-style-type: none"> <li>○ <i>The acquisition or development of educational technology or instructional materials</i></li> <li>○ <i>Access to, and participation in, electronic networks for materials, training, and communication; and</i></li> <li>○ <i>Incorporation of the above resources into curricula and programs.</i></li> </ul>	<p><b>Yes or No</b> Yes</p>	<p><b>If yes, describe:</b></p> <ul style="list-style-type: none"> <li>• The district will acquire interactive computer software to assist student progress in academic content areas and English language development.</li> <li>• Funds will be used to assist the students in meeting technology requirements for graduation.</li> </ul>
	<p>10. <i>Other activities consistent with Title III.</i></p>	<p><b>Yes or No</b> No</p>	<p><b>If yes, describe:</b></p>

## Plans to Notify and Involve Parents of Limited-English-Proficient Students

<p><b>Parents of Limited-English-Proficient students must be notified:</b> The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);"><b>Required Activity</b></p> <p><i>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</i></p> <ul style="list-style-type: none"> <li><i>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</i></li> <li><i>b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;</i></li> <li><i>c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;</i></li> <li><i>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</i></li> <li><i>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</i></li> </ul>	<ul style="list-style-type: none"> <li>• Parents receive an explanation of the District programs for EL students along with a parent notification and their child's assessment results.</li> <li>• Parents of all assessed students will annually be given written notification in the primary language that incorporates all the information required. (see exhibit letter)</li> <li>• The district will also provide opportunities for parents who may not communicate through the written word to receive the information in another format (personal telephone calls or home visits).</li> <li>• Parent explanation will include the following:             <ul style="list-style-type: none"> <li>a) The reasons for the identification of the child as EL and in need of services via the Home Language Survey and score on initial CELDT test.</li> <li>b) Their child's level of English proficiency as assessed by the CELDT, and the status of the student's academic achievement. (see exhibit of Academic Success Index)</li> </ul> </li> </ul>

	<p>f. <i>the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;</i></p> <p>g. <i>in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</i></p> <p>h. <i>information pertaining to parental rights that includes written guidance detailing</i></p> <p>—</p> <p>i. <i>the right that parents have to have their child immediately removed from such program upon their request; and</i></p> <p>ii. <i>the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</i></p> <p>iii. <i>the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</i></p>	<p>c) The instruction the student will receive</p> <p>d) How this program is designed to meet the needs of the child</p> <p>e) How this program design helps their child learn English</p> <p>f) Specific exit requirements (what is the redesignation criteria) and expected rate of promotion and graduation if the student participates in this program.</p> <p>g) If the student has a disability, state how the services prescribed by the IEP work together with the program in which the student is enrolled to maximize his/her learning experiences.</p> <p>h) Parental rights to withdraw from the program but not the services, and to choose a different program.</p>
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	<i>Description of how the LEA is meeting or plans to meet this requirement.</i>
<p><b>Note:</b> <i>Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</i></p>	<p>Parents receive an explanation of the district programs for EL students along with their copy of parent notification and assessment results Parents of all assessed students will annually be given written notification, in the primary language, of the results of their student’s English and primary language assessment.</p>
<p><b>LEA Parent Notification Failure to Make Progress</b>  <i>If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</i></p>	<p>If the district or site is designated as Program Improvement, all parents will be notified in writing in the primary language no later than 30 days after designation. (See Program Improvement steps)</p>

### Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e) ).		Description of how the LEA is meeting or plans to meet this requirement.	
<b>Allowable Activities</b>	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<b>Yes or No</b>  n/a	<b>If yes, describe:</b>
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<b>Yes or No</b>  n/a	<b>If yes, describe:</b>
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<b>Yes or No</b>  n/a	<b>If yes, describe:</b>
	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<b>Yes or No</b>  n/a	<b>If yes, describe:</b>

	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	<b>Yes or No</b>  n/a	<b>If yes, describe:</b>
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	<b>Yes or No</b>  n/a	<b>If yes, describe:</b>
Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	<b>Yes or No</b>  n/a	<b>If yes, describe:</b>

**Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.***

California Department of Education  
 Educational Demographics Unit  
 Prepared: 5/7/2003 10:23:28 PM

**Classroom Teacher Credential and Experience Report  
 by District for the year 2001-02  
 0561564 -- CALAVERAS UNIFIED**

			<a href="#"># of Teachers by Credential Type</a>									
District	Code	# of Teachers	Full	Univ. Intern	Dist. Intern	Pre-Intern	Emergency	Waiver	<a href="#">Avg. Yrs. Teaching</a>	<a href="#">Avg. Yrs. in District</a>	<a href="#"># First Yr Teachers</a>	<a href="#"># Second Yr Teachers</a>
CALAVERAS UNIFIED Total	0561564	201	194 (96.5 %)	1 (0.5 %)	0 (0.0 %)	1 (0.5 %)	5 (2.5 %)	1 (0.5 %)	13.6	10.1	5	12
<a href="#">County Total</a>	05	370	355 (95.9 %)	1 (0.3 %)	0 (0.0 %)	2 (0.5 %)	14 (3.8 %)	1 (0.3 %)	14.9	10.6	12	17
<a href="#">State Total</a>		306,940	265,201 (86.4 %)	4,867 (1.6 %)	2,384 (0.8 %)	8,060 (2.6 %)	32,523 (10.6 %)	3,020 (1.0 %)	12.7	10.3	21,586	21,202

Note: Teacher credential data may not have been submitted or a teacher may hold one or more types of credential. As a result, percentages on this report may not add up to 100%.

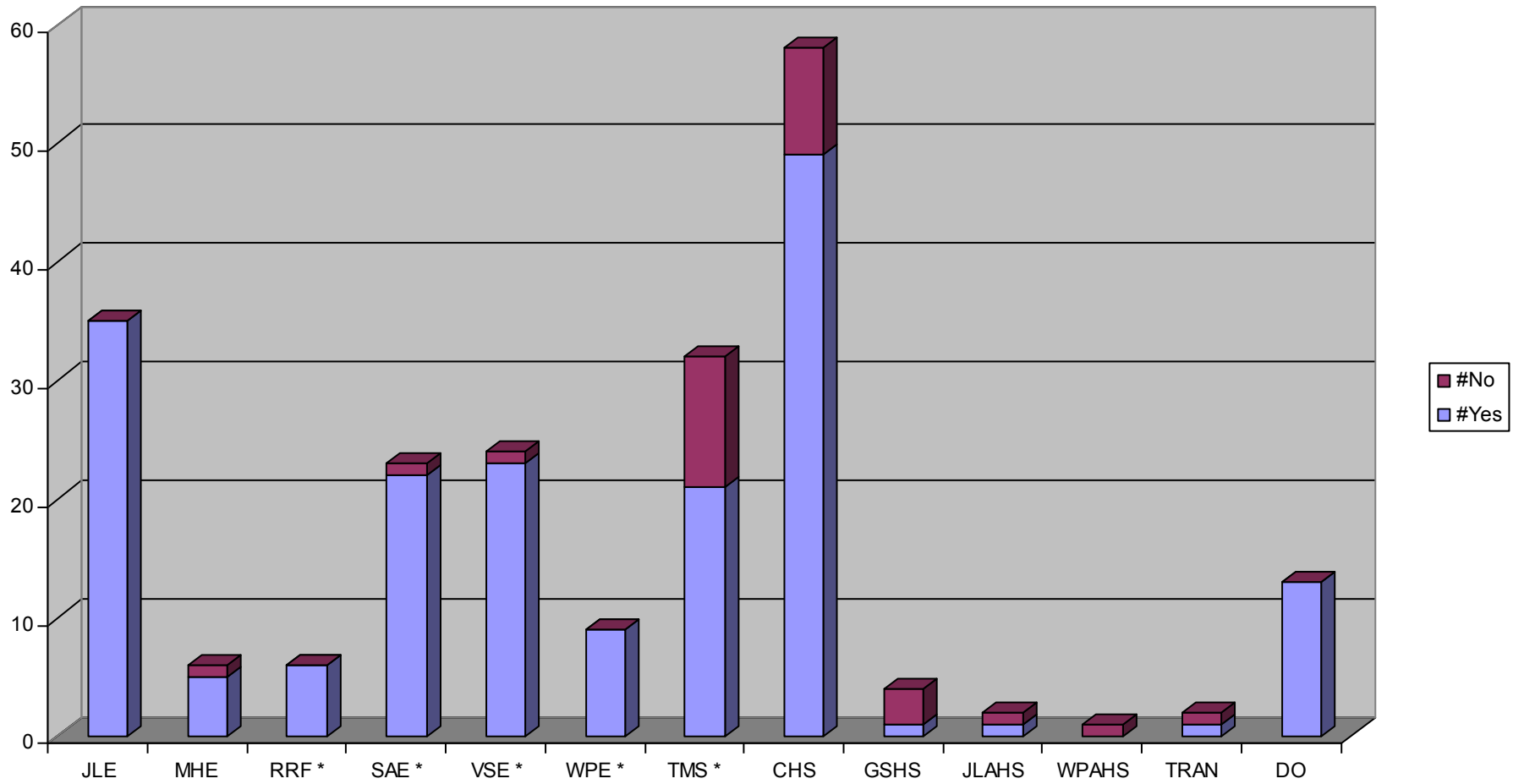
Classroom Teacher Credential and Experience Report  
 by District by School for the year 2001-02  
 0561564 -- CALAVERAS UNIFIED

School	Code	# of Teachers	# of Teachers by Credential Type						Avg. Yrs. Teaching	Avg. Yrs. in District	# First Yr Teachers	# Second Yr Teachers
			Full	Univ. Intern	Dist. Intern	Pre-Intern	Emergency	Waiver				
<a href="#">CALAVERAS EDUCATIONAL TRANSIT</a>	0530139	1	1 (100.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	9.0	1.0	0	0
<a href="#">CALAVERAS HIGH</a>	0531509	52	48 (92.3 %)	1 (1.9 %)	0 (0.0 %)	0 (0.0 %)	2 (3.8 %)	1 (1.9 %)	13.5	9.5	3	7
DISTRICT OFFICE	0000000	7	7 (100.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	22.3	14.1	0	0
<a href="#">GOLD STRIKE HIGH (CONT.)</a>	0530022	2	1 (50.0 %)	0 (0.0 %)	0 (0.0 %)	1 (50.0 %)	0 (0.0 %)	0 (0.0 %)	18.0	17.0	1	0
<a href="#">LIND (JENNY) ELEMENTARY</a>	6108518	35	35 (100.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	9.9	7.1	0	0
<a href="#">LIND (JENNY) HIGH (CONT.)</a>	0530113	1	1 (100.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	5.0	5.0	0	0
<a href="#">MOKELUMNE HILL ELEMENTARY</a>	6003404	7	7 (100.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	18.9	16.1	0	0
<a href="#">RAIL ROAD FLAT ELEMENTARY</a>	6003420	6	6 (100.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	13.7	10.3	0	0
<a href="#">SAN ANDREAS ELEMENTARY</a>	6003438	25	24 (96.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	1 (4.0 %)	0 (0.0 %)	16.4	13.2	0	1
<a href="#">TOYON MIDDLE</a>	6105431	29	29 (100.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	13.1	8.9	0	1
<a href="#">VALLEY SPRINGS ELEMENTARY</a>	6003446	23	22 (95.7 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	2 (8.7 %)	0 (0.0 %)	12.6	10.7	0	2
<a href="#">WEST POINT ELEMENTARY</a>	6003453	12	12 (100.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	15.7	10.6	1	1
<a href="#">WEST POINT HIGH (CONT.)</a>	0530063	1	1 (100.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	3.0	3.0	0	0
CALAVERAS UNIFIED Total	0561564	201	194 (96.5 %)	1 (0.5 %)	0 (0.0 %)	1 (0.5 %)	5 (2.5 %)	1 (0.5 %)	13.6	10.1	5	12
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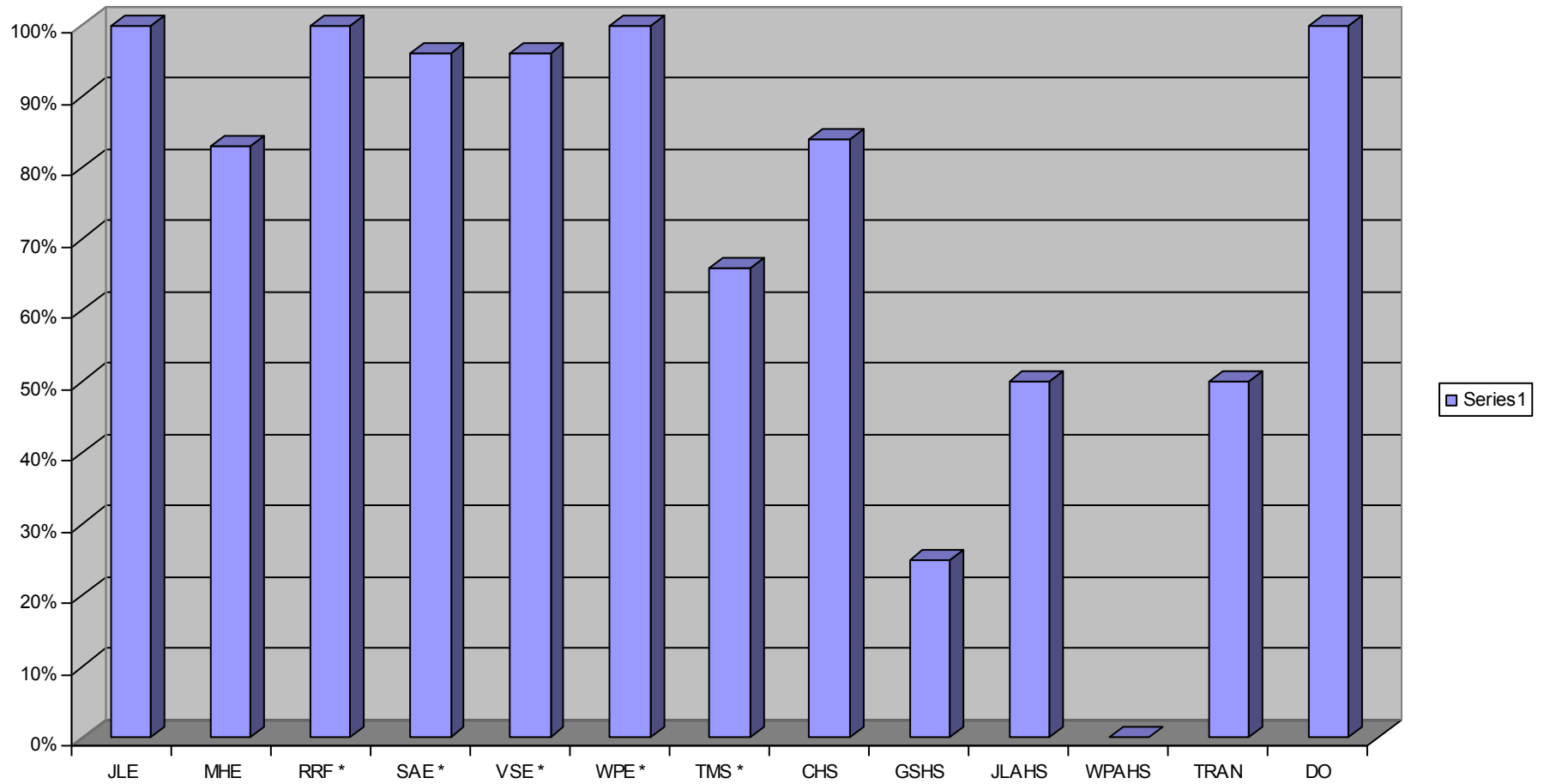
Note: Teacher credential data may not have been submitted or a teacher may hold one or more types of credential. As a result, percentages on this report may not add up to 100%.



Number of "Highly Qualified" Teachers by Site



Percent of "Highly Qualified Teachers" by School



**Calaveras Unified School District**  
**Professional Development Plan**  
2003 – 2008

Please provide a description of:	Persons Involved / Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>I. Professional Development that supports teachers and paraprofessionals achieving the designation of “highly” qualified as per NCLB.</p> <ul style="list-style-type: none"> <li>• SB 395, CLAD authorization</li> <li>• Single subject authorization</li> <li>• Test preparation</li> <li>• Intern programs</li> <li>• NCLB requirements</li> </ul>	<p>Director of Personnel,  Director of Curriculum,  Administrators,  Teachers,  Paraprofessionals</p>	<p>Trainings,  Instructors and consultants,</p>	<p>To be determined by the annual assessment of staff needs, and the Sites’ Single Plans for Student Achievement</p>	<p>Title I, II, V, SIP  EIA/LEP,  General Fund</p>
<p>II. Professional Development based on specific content areas.</p> <ul style="list-style-type: none"> <li>• Mathematics (area of greatest need)</li> <li>• Language Arts</li> <li>• Social Studies</li> <li>• Science</li> <li>• Physical Education</li> <li>• Fine Arts</li> <li>• Integration of curricular areas</li> </ul>	<p>Director of Curriculum,  Administrators,  Teachers,  Paraprofessionals</p>	<p>Trainings,  Instructors and consultants</p>	<p>To be determined by the Sites’ Single Plans for Student Achievement</p>	<p>Title I, II, V, SIP  EIA/LEP,  General Fund</p>
<p>III. Professional Development based on scientifically based instructional strategies for:</p> <ul style="list-style-type: none"> <li>• students with disabilities</li> <li>• English Learners</li> <li>• GATE students</li> <li>• Interventions to close the achievement gap for all students</li> </ul>	<p>Director of Curriculum,  Director of Special Education  Administrators,  Teachers,  Paraprofessionals</p>	<p>Trainings,  Instructors and consultants</p>	<p>To be determined by the Sites’ Single Plans for Student Achievement</p>	<p>Title I, II, V, SIP  EIA/LEP,  General Fund</p>

<p>IV. Professional Development using technology to:</p> <ul style="list-style-type: none"> <li>• Integrate technology into the curriculum</li> <li>• Evaluate student performance</li> <li>• Manage and organize data</li> </ul>	<p>Director of Curriculum, Supervisor of Technology, Technology Trainer, CTAP survey</p>	<p>Trainings, Instructors and consultants</p>	<p>To be determined by the Sites' Single Plans for Student Achievement, and results of CTAP surveys</p>	<p>Title I, II, V, SIP EIA/LEP, General Fund</p>
<p>V. Professional Development to support teachers to:</p> <ul style="list-style-type: none"> <li>• Align instruction with content standards</li> <li>• Calibrate student work to grade level standards</li> <li>• Assess, diagnose, and prescribe instruction</li> <li>• Individually grow in each area of the Standards for the Teaching Profession</li> </ul>	<p>Director of Curriculum, Site Administrators, Teachers</p>	<p>Trainings, Instructors and consultants</p>	<p>To be determined by the Sites' Single Plans for Student Achievement and Teacher Evaluation Process</p>	<p>Title I, II, V, SIP EIA/LEP, General Fund</p>

**Summary of Needs and Strengths for Professional Development**

*Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.*

**[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]**

STRENGTHS	NEEDS
<ul style="list-style-type: none"> <li>-The district is assisting teachers in obtaining needed certificates.</li> <li>-We have time for teachers to obtain the “highly qualified” status.</li> <li>-There has been comprehensive professional development on using data as a basis for determining instructional priorities.</li> <li>-District adjusts daily instructional minutes to allow for grade level/subject collaboration.</li> <li>-Training and assessment fees for CLAD and SB395 have been supported by the district.</li> <li>-District funds have supported:               <ul style="list-style-type: none"> <li>-a teacher on special assignment to support language arts instruction</li> <li>-a teacher on special assignment to support technology integration in the classroom</li> <li>-BTSA, TAP, and PAR programs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-The district needs to clarify and communicate to staff the “highly qualified teacher” definition.</li> <li>-Paraprofessionals need professional development at a higher level so they can successfully assist teachers in instruction of students.</li> <li>-Paraprofessional test needs to be developed and administered to those lacking the two year college requirement.</li> <li>-The district’s personnel department will:               <ul style="list-style-type: none"> <li>-Provide teachers with written communication about where they stand in relation to the “highly qualified” definition prior to parent notification.</li> <li>-Conduct a needs assessment of teacher data that will indicate areas of needed professional development</li> </ul> </li> </ul>

-Core Development Days/Buy-Back Days for implementing standards based instruction

and areas where adequate professional development opportunities exist to meet the definition of “highly qualified”.

- Multiple-subject teachers may need additional certification.
- The district may need to transfer teachers based on their credential status.
- Parents need to be made aware of teacher’s credential status and the district’s plan to meet the qualifications.



**Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.***

**Planned Improvements for Professional Development (Title II)**

*(Summarize information from district-operated programs and approved school-level plans)*

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><i>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</i></p> <p>a) The district’s personnel department will conduct a needs assessment of teacher data that will indicate areas of needed professional development and areas where adequate professional development opportunities exist to meet the definition of “highly qualified”.</p> <p>b) The personnel department will furnish Administrative and Curriculum Councils data so they may assess the needs of teachers, administrators, and paraprofessionals in relation to progress towards becoming highly qualified.</p>	<p>a) Director of Personnel / spring, 2003</p> <p>b) Director of Personnel / spring, 2003</p>	<p>n/a</p> <p>n/a</p>	<p>-0-</p> <p>-0-</p>	<p>n/a</p> <p>n/a</p>

<p>c) Data will be gathered from formative and summative assessments of student progress in relation to State content standards and will be reviewed by Administrative and Curriculum Councils to determine professional development needs.</p>	<p>c) Director of Curriculum, Administrative Council, Curriculum Council / ongoing</p>	<p>n/a</p>	<p>-0-</p>	<p>n/a</p>
<p>d) BTSA (Beginning Teacher Support and Assessment) – as a state-approved induction program, professional development is offered to first and second year teachers with their newly earned preliminary credentials or out-of-state teachers. Participating teachers are required to demonstrate competency in the following areas:</p> <ul style="list-style-type: none"> <li>• K-12 core academic content and subject specific pedagogy</li> <li>• Using technology to support student learning</li> <li>• Supporting equity, diversity, and access to core curriculum</li> <li>• Creating a supportive and healthy environment</li> <li>• Teaching English learners</li> <li>• Teaching special populations</li> </ul>	<p>d) Director of Curriculum, site support providers, BTSA teacher</p>	<p>stipends for site support providers</p>	<p>\$2000/ssp</p>	<p>PAR, BTSA</p>



Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. <i>How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</i></p> <p>-The district's Administrative and Curriculum Council will:            -review research on professional development activities.            -design a system of professional development that is focused on teacher need and will result in student achievement.</p>	Administrative Council	n/a	-0-	n/a

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. <i>How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</i></p> <p>a) The district’s Administrative and Curriculum Councils will focus on professional development that supports student achievement in the following sub-groups:</p> <ul style="list-style-type: none"> <li>• socio-economically disadvantaged</li> <li>• students with disabilities</li> <li>• English Learners</li> <li>• gifted students</li> <li>• ethnically diverse population</li> </ul>	<p>Administrative Council, Curriculum Council / ongoing</p>	<p>-0-</p>	<p>-0-</p>	<p>-0-</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. <i>How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</i></p> <p>a) Title II funds will be used to:</p> <ul style="list-style-type: none"> <li>• support teachers and paraprofessionals in meeting highly qualified status.</li> <li>• provide professional development that will close the achievement gap among students.</li> </ul> <p>b) The district will provide professional development activities that:</p> <ul style="list-style-type: none"> <li>• Improve the knowledge of teachers and principals concerning: <ul style="list-style-type: none"> <li>- academic subjects</li> <li>- effective instructional strategies and the use of State content and academic achievement standards and State assessments</li> </ul> </li> <li>• Improve the knowledge of teachers and principals concerning instructional practices and that: <ul style="list-style-type: none"> <li>- involve collaborative groups of teachers and administrators</li> </ul> </li> </ul>	<p>Director of Curriculum, Site administrators, Curriculum Council / ongoing</p>	<p>trainings course work</p>	<p>\$125,000</p>	<p>Title II</p>

<ul style="list-style-type: none"><li>-provide training on how to address the needs of students with different learning styles and students with disabilities / special needs and English Learners</li><li>-provide training on methods of improving student behavior and identifying early and appropriate interventions</li><li>- provide training to enable teachers and principals to involve parents in their child's education, especially parents of English Learners</li><li>-provide training on using data to improve classroom practice and student learning</li><li>-provide training on the review of research based programs</li></ul>				
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. <i>The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</i></p> <p>a) Teachers are provided with collaboration time (grade level meetings, co-planning days) focused on instruction and assessment and key standards in core subject areas.</p> <p>b) Teacher collaboration time will focus on selecting performance tasks for essential standards, joint review of student work on those assessments, and planning for revising/reviewing/re-teaching/moving on.</p> <p>c) Staff development days will focus on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement.</p> <p>d) Administrators’ professional development will combine the leaders’ roles in supporting standards implementation, organization, and management for continuous improvement, and addressing diverse needs of students, particularly students in the lowest-performing groups in the district.</p>	<p>Director of Curriculum, site administrators, teacher grade level facilitators, all teachers / ongoing</p>	<p>-0-</p>	<p>-0-</p>	<p>-0-</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. <i>How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</i></p> <p>a) The Administrative, Curriculum, and Technology Committees will develop a comprehensive technology-related professional development program to train a K-12 Cadre of Site Technology Coaches in the use of appropriate instructional technologies which support standards based instruction. Their objective will be to train, coach, support, and generate standards based lessons using instructional technology for staff throughout the district.</p>	<p>Administrative Council, curriculum Council, Tech Trainer, Site Tech coaches / spring, 2003</p>	<p>n/a</p>	<p>-0-</p>	<p>n/a</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. <i>How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</i></p> <p>a) All classrooms will have a minimum of two Internet accessible computer connections and the site will maintain a ratio of no less than one computer for every ten students.</p> <p>b) All students with needs for assistive technology, identified through appropriate assessment, will have access to software and hardware specific to supplement IEP driven goals and benchmarks in reading, language arts, and math.</p> <p>c) The district will develop and implement district-funded staff development program to ensure all personnel effectively and efficiently use technology to support standards-based instruction by:</p>	<p>Administrative Council, Technology supervisor, Technology Dept., site administrators, Assistive Tech Coordinator, Director of Curriculum, Tech Trainer, site tech coaches</p>	<p>salaries</p>	<p>\$200,000</p>	<p>District Technology Fund, Title I, SIP, Block Grants, Title II</p>

<ul style="list-style-type: none"><li>• training staff to use appropriate software to support grade level/content area instruction.</li><li>• developing grade level appropriate integration activities to support standards based instruction in reading and writing.</li><li>• supporting staff with integrating learning and classroom management specifically in the areas of email, publishing and spreadsheets.</li><li>• training staff to select appropriate technology resources, analyze best practices, match student learning styles to appropriate resources and construct effective learning environment for computer-based technology.</li></ul>				
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. <i>How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</i></p> <p>a) Site councils (teachers, classified, parents) develop a site plan, which includes professional development activities.</p> <p>b) Site administrator communicates this information to Administrative Council (site administrators and district administrators).</p> <p>c) Teacher representatives from school sites report professional development activities to the district-wide Curriculum Council.</p> <p>d) During our LEA Plan needs assessment meeting, parents, teachers, and administrators reviewed data to prioritize district professional development needs.</p> <p>e) New NCLB regulations determine professional development needs to meet the “highly qualified” definition.</p>	<p>Site councils, site administrators, Administrative Council, curriculum Council, parents, teachers, Director of Personnel</p>	<p>-0-</p>	<p>-0-</p>	<p>-0-</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. <i>How the LEA will provide training to enable teachers to:</i></p> <ul style="list-style-type: none"> <li>• <i>Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;</i></li> <li>• <i>Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</i></li> <li>• <i>Involve parents in their child’s education; and</i></li> <li>• <i>Understand and use data and assessments to improve classroom practice and student learning.</i></li> </ul> <p>a) Teachers are provided with collaboration time (grade level meetings, co-planning days) focused on instruction and assessment and key standards in core subject areas, student behavior management, and working with families.</p> <p>b) Teacher collaboration time will focus on selecting performance tasks for essential standards, joint review of student work on those assessments, and planning for revising/reviewing/re-teaching/moving on.</p>	<p>All teachers, site administrators, Director of Curriculum / ongoing</p>	<p>release time, consultants, conference fees, materials</p>	<p>\$200,000</p>	<p>Title I, Title II, Title V, EIA/LEP, SIP, AB75</p>

<p>c) Staff development days will focus on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement.</p> <p>d) Training will include the use of data and assessments to improve classroom practices and student learning.</p> <p>e) Principals' professional development will combine the leaders' roles in supporting standards implementation, organization and management for continuous improvement, particularly with students in the lowest performing groups in the district. Training will target new principals and those whose schools do not make AYP.</p> <p>f) The district's Administrative and Curriculum Councils will focus on professional development that supports student achievement in the following sub-groups:</p> <ul style="list-style-type: none"> <li>• socio-economically disadvantaged</li> <li>• students with disabilities</li> <li>• English Learners</li> <li>• gifted students</li> <li>• ethnically diverse population</li> </ul>				
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<p><i>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</i></p> <p>a) The district will collaborate with Calaveras COE, San Joaquin COE, and Stanislaus COE to provide course work for multiple and single subject credentials in core subject areas and ELD instruction.</p>	<p>Director of curriculum, site administrators, Director of Personnel / 2005-2006</p>	<p>MOU's fee for local course offerings</p>	<p>\$125,000</p>	<p>Title II</p>
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**Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.***

**Environments Conducive to Learning (Strengths and Needs):**

*Please provide a list of the LEA’s strengths and needs regarding how student supported physically, socially, emotionally, intellectually, and psychologically environments that are conducive to learning, along with the LEA’s strengths needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).*

STRENGTHS	NEEDS
<ul style="list-style-type: none"> <li>-None of our schools fall under the ‘persistently dangerous’ definition.</li> <li>-Seldom have expulsions in 5 identified areas.</li> <li>-All schools have: handbooks rules posted problems handled quickly and efficiently</li> <li>-Cooperation with community agcy.</li> <li>-There is a clear set of emergency procedures and opportunities for practice drills.</li> <li>-Parents are provided with mandated information through the “District Rights and Responsibilities” back-to-school packet</li> <li>-Administrators and staff support the view that emotional, psychological and social needs of students are intrinsically related to academic achievement and promote this approach.</li> <li>-The district has a system to provide early intervention and provide ongoing services to students and</li> </ul>	<ul style="list-style-type: none"> <li>-Stronger communication between foster agencies and district to monitor foster children services</li> <li>-Parents need to be more involved at a positive level</li> <li>-Climate activities are random ; need to be coordinated and institutionalized into the school structure, ie Red Ribbon, Character Education</li> <li>-There is a lack of a consistent message and approach to the bullying problem.</li> <li>-Incomplete data on Healthy Kids survey due to statistically insignificant numbers</li> <li>-Materials are not routinely translated into appropriate language that inform parents about rules, responsibilities and procedures discipline and behavioral problems</li> </ul>

<p>their families using SARB, Discipline Review Hearing and Administrative Hearing Panels</p> <p>-The physical environment is well maintained and classrooms have been modernized to facilitate learning; there is a district plan to support this as an ongoing process.</p> <p>-Activities that foster a positive school climate, such as Character Education, awards assemblies, Red Ribbon assemblies.</p>	
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**Environments Conducive to Learning (Activities):**

*Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students’ barriers to learning (e.g. attendance and behavior). Include a copy of the LEA’s code of conduct or policy regarding student behavior expectations.*

<b>ACTIVITIES</b>
<ul style="list-style-type: none"> <li>-The district will support outreach to families through vehicles such as School Resource Officer, Healthy Start facilitator, School Readiness coordinator and/or school counselors.</li> <li>-Primary Intervention Program serves K-3 at risk students.</li> <li>-The district has an approved technology plan that provides access to technology for all students.</li> <li>-The district supports professional development for teachers of at risk students.</li> <li>-A broad range of after-school programs will operate within the district that engage students with a variety of needs and interests; these include homework centers, tutoring, athletic activities, drama, music, journalism.</li> <li>-Peers in grades 9 – 12 will be trained yearly in conflict resolution and peer mediation.</li> <li>-The district will review and implement research-based curriculum in prevention programs and growth and development programs.</li> <li>-The district is piloting “Building Effective Schools Together” (BEST) and if results warrant, we will be applying for a grant to support staff development with this program.</li> </ul>

**Needs and Strengths Assessment (4115(a)(1)(A) ):**

*Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA’s strengths and needs related to preventing risk behaviors.*

STRENGTHS	NEEDS
<p>-Currently using Here’s Looking at you 2000 curriculum</p>	<p>-Drug education programs                      -Mandatory student/family counseling                      -Adopt a scientifically-based program</p>

**Students  
CONDUCT**

**Calaveras Unified School District Board Policy 5131**

**Student Responsibilities**

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. On school grounds and at school activities, students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program.

Behavior is considered appropriate when students are diligent in study, neat and clean, careful with school property, and courteous and respectful towards their teachers, other staff, other students and volunteers.

Students are expected to be punctual and regular in attendance and to remain on school premises in accordance with school rules. They are further expected to refrain from profane, vulgar or abusive language.

Prohibited student conduct includes but is not limited to:

1. Behavior that endangers other students and/or staff
2. Behavior that disrupts the orderly classroom or school environment
3. Harassment of other students or staff
4. Damage to or theft of property belonging to the district, staff or other students
5. Possession, use or sale of alcohol, tobacco or other drugs
6. Except with prior consent for health reasons, possession or use of electronic signaling devices (Education Code 48901.5)

Electronic signaling devices may include, but not be limited to, pagers, beepers and cellular/digital telephones

7. Possession or use of laser pointers, unless used for a valid instructional or other school related purpose, including employment (Penal Code 417.27)

Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.

8. Profane, vulgar or abusive language
9. Plagiarism or dishonesty in school work or on tests
10. Inappropriate dress
11. Tardiness and unexcused absence from school
12. Failure to remain on school premises in accordance with school rules

**Calaveras Unified School District Board Policy 5131, cont.**

**District Responsibilities**

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with district rules and regulations. Students shall receive regular instruction regarding district and school rules and regulations related to conduct. Students who violate these rules and regulations may be subject to discipline including but not limited to suspension, expulsion or transfer to alternative programs. Students shall receive regular instruction in district and school rules and regulations related to conduct. Students who violate these rules and regulations may be subject to discipline, suspension, exclusion, expulsion or transfer to alternative programs. Teachers shall establish and enforce classroom rules that facilitate safety and effective learning. They shall cooperate with other certificated staff in enforcing general school rules and helping students to understand the benefits of choosing behaviors that show respect for other people and property.

**Parent/Guardian Responsibilities**

Pursuant to Education Code 48904 and Civil Code 1714.1, parents/guardians are liable for the willful misconduct of their minor children that results in damages to school property or the injury or death of a district student, employee or volunteer. Parents/guardians are expected to comply with laws governing the conduct and education of their children and to cooperate with school authorities regarding their children’s behavior. California law holds parents/guardians liable for any willful student misconduct which results in the death or injury of any student or persons employed by or volunteering for the district. Parents/guardians are also liable for any defacement, injury or loss of property belonging to the district or to a school employee. (Education Code 48904) The Superintendent or designee shall ensure that parents/guardians are annually informed of their liability for death, personal injury or district property damage resulting from willful student misconduct. Parents/guardians will be informed that the district will not be responsible for damage caused by any student to any item of personal property which another student brings to school.

***Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.***

Expulsion Information for 2001-02  
0561564 -- CALAVERAS UNIFIED

District	CBEDS Enrollment	Total Number of Students Recommended for Expulsion	Total Number of Students Ordered Expelled	Total Number of Students Mandatorily Expelled	Total Number of Students Whose Orders were Suspended
<a href="#">Calaveras Unified</a>	3,760	34	25	0	6
<a href="#">Countywide:</a>	6,886	42	31	0	10
<a href="#">Statewide:</a>	6,147,375	22,426	17,623	1,586	7,773



## California Dept. of Ed: Expulsion Information by Education Code for Calaveras Unified in 2001-02

Ed Codes	Grounds for Expulsion	Number of Recommendations to Expel that Cite this Offense	Number of Expulsions Ordered that Cite this Offense	Percentage of Recommendations to Expel Sustained by Board that Cite this Offense	Percentage of Total Expulsions Ordered that Cite this Offense	Number of Expulsions with Enforcement Suspended that Cite this Offense	Percentage of Expulsions Ordered that Cite this Offense with Enforcement Suspended
<a href="#">48900 (a)(1)</a>	Caused, attempted to cause, or threatened physical injury to another person	0	0	N/A	N/A	0	N/A
<a href="#">48900 (a)(2)</a>	Willfully used force or violence on another person	8	3	37.5%	12%	2	66.67%
<a href="#">48900 (b)</a>	Possessed, sold or furnished firearm, knife, explosive or other dangerous object	1	0	0%	0%	0	N/A
<a href="#">48900 (c)</a>	Unlawfully possessed, used, sold, furnished or been under the influence of any controlled substance, alcoholic beverage, or intoxicant	6	3	50%	12%	1	33.33%
<a href="#">48900 (d)</a>	Selling or delivering material represented to be a controlled substance	0	0	N/A	N/A	0	N/A
<a href="#">48900 (f)</a>	Caused or attempted to cause damage to school or private property	2	1	50%	4%	0	0%
<a href="#">48900 (g)</a>	Stole or attempted to steal school property or private property	1	0	0%	0%	0	N/A
<a href="#">48900 (h)</a>	Possessed or used tobacco or nicotine products	1	0	0%	0%	0	N/A
<a href="#">48900 (i)</a>	Committed an obscene act or engaged in habitual profanity or vulgarity	5	3	60%	12%	1	33.33%
<a href="#">48900 (j)</a>	Unlawfully possessed, or unlawfully offered or arranged to sell, drug paraphernalia	2	1	50%	4%	0	0%
<a href="#">48900 (k)</a>	Disruption of school activities or willfully defying the authority of school personnel	27	14	51.85%	56%	6	42.86%
<a href="#">48900 (l)</a>	Knowingly received stolen school property or private property	0	0	N/A	N/A	0	N/A
<a href="#">48900 (m)</a>	Possession of an imitation firearm	0	0	N/A	N/A	0	N/A
<a href="#">48900 (n)</a>	Harassed, threatened, or intimidated	2	2	100%	8%	2	100%

<a href="#">48900.3</a>	Attempted to cause, threatened to cause, or participated in an act of hate violence	0	0	N/A	N/A	0	N/A
<a href="#">48900.4</a>	Engaged in harassment, threats or intimidation against a pupil or group of pupils	0	0	N/A	N/A	0	N/A
<a href="#">48900.7</a>	Made terrorist threats against school officials or school property	0	0	N/A	N/A	0	N/A
<a href="#">48915 (a)(1)</a>	Caused serious physical injury to another person	0	0	N/A	N/A	0	N/A
<a href="#">48915 (a)(2)</a>	Possession of knife, explosive or other dangerous object	0	0	N/A	N/A	0	N/A
<a href="#">48915 (a)(3)</a>	Unlawful possession of any controlled substance (not including alcohol)	0	0	N/A	N/A	0	N/A
<a href="#">48915 (a)(4)</a>	Robbery or extortion	5	5	100%	20%	0	0%
<a href="#">48915 (a)(5)</a>	Assault or battery upon any school employee	0	0	N/A	N/A	0	N/A
<a href="#">48915 (c)(1)</a>	Possessing, selling or furnishing a firearm	0	0	N/A	N/A	0	N/A
<a href="#">48915 (c)(2)</a>	Brandishing a knife at another person	0	0	N/A	N/A	0	N/A
<a href="#">48915 (c)(3)</a>	Unlawfully selling a controlled substance	0	0	N/A	N/A	0	N/A
<a href="#">48915 (c)(4)</a>	Committing or attempting to commit sexual assault or sexual battery	0	0	N/A	N/A	0	N/A
<a href="#">48915 (c)(5)</a>	Possession of explosive	0	0	N/A	N/A	0	N/A

Footnotes:

- \* Education Code Sections are not always exclusive - eg. 48915(a) and 48900(b) both include possession of a knife.
- \* A single recommendation for expulsion may cite more than one alleged offense - eg. possession of a firearm and possession of a controlled substance.
- \* An Expulsion order does not always cite all of the grounds that were cited in the recommendation to expel.
- \* The source for the totals are taken from the Expulsion Information Reporting Form Table I.

## California Dept. of Ed 2001-02 **California Physical Fitness Report** **Summary of Results**

	Grade 5			Grade 7			Grade 9		
<u>Physical Fitness Tasks</u>	Total <sup>1</sup> Tested	% In HFZ	% Not in HFZ	Total <sup>1</sup> Tested	% In HFZ	% Not in HFZ	Total <sup>1</sup> Tested	% In HFZ	% Not in HFZ
Aerobic Capacity	307	41.7	58.3	291	73.5	26.5	261	51.7	48.3
Body Composition	307	64.2	35.8	291	48.5	51.5	261	64.4	35.6
Abdominal Strength	307	52.4	47.6	291	73.2	26.8	261	72.8	27.2
Trunk Extension Strength	307	54.4	45.6	291	74.9	25.1	261	84.7	15.3
Upper Body Strength	307	36.2	63.8	291	68.0	32.0	261	69.3	30.7
Flexibility	307	43.3	56.7	291	73.5	26.5	261	72.8	27.2
	Grade 5			Grade 7			Grade 9		
Number of fitness standards achieved	Number	Percent	Cum. Percent	Number	Percent	Cum. Percent	Number	Percent	Cum. Percent
6 of 6 fitness standards	14	4.6	4.6	82	28.2	28.2	83	31.8	31.8
5 of 6 fitness standards	57	18.6	23.1	90	30.9	59.1	65	24.9	56.7
4 of 6 fitness standards	55	17.9	41.0	34	11.7	70.8	37	14.2	70.9
3 of 6 fitness standards	50	16.3	57.3	15	5.2	75.9	24	9.2	80.1
2 of 6 fitness standards	58	18.9	76.2	22	7.6	83.5	15	5.7	85.8
1 of 6 fitness standards	42	13.7	89.9	31	10.7	94.2	12	4.6	90.4
0 of 6 fitness standards	31	10.1	100.0	17	5.8	100.0	25	9.6	100.0
Total tested	307	100.0		291	100.0		261	100.0	

<sup>1</sup> Includes partially tested students



**Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)**

**Prevention Program Performance Indicators (4115(a)(1)(B) ):**

*The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:*

<b>Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey</b>	<b>Most Recent Survey date: Fall, 2001 Baseline Data</b>	<b>Biennial Goal (Performance Indicator)</b>
The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by:	5 <sup>th</sup> <u>  3  </u> % 7 <sup>th</sup> <u> 30 </u> %	5 <sup>th</sup> <u>  3  </u> % 7 <sup>th</sup> <u>  5  </u> %
The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> <u>  6  </u> % 9 <sup>th</sup> <u> 20 </u> % 11 <sup>th</sup> <u> 19 </u> %	7 <sup>th</sup> <u>  5  </u> % 9 <sup>th</sup> <u>  5  </u> % 11 <sup>th</sup> <u>  5  </u> %
The percentage of students that have used marijuana will <b>decrease</b> biennially by:	5 <sup>th</sup> <u>  1  </u> % 7 <sup>th</sup> <u> 15 </u> % 9 <sup>th</sup> <u> 33 </u> % 11 <sup>th</sup> <u> 59 </u> %	5 <sup>th</sup> <u>  1  </u> % 7 <sup>th</sup> <u>  5  </u> % 9 <sup>th</sup> <u>  5  </u> % 11 <sup>th</sup> <u>  5  </u> %
The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> <u> 15 </u> % 9 <sup>th</sup> <u> 44 </u> % 11 <sup>th</sup> <u> 56 </u> %	7 <sup>th</sup> <u>  5  </u> % 9 <sup>th</sup> <u>  5  </u> % 11 <sup>th</sup> <u>  5  </u> %

<p>The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by:</p>	<p>7<sup>th</sup> <u>  6  </u> %  9<sup>th</sup> <u>  18  </u> %  11<sup>th</sup> <u>  36  </u> %</p>	<p>7<sup>th</sup> <u>  1  </u> %  9<sup>th</sup> <u>  5  </u> %  11<sup>th</sup> <u>  10  </u> %</p>
<p>The percentage of students that feel very safe at school will <b>increase</b> biennially by:</p>	<p>5<sup>th</sup> <u>  47  </u> %  7<sup>th</sup> <u>  22  </u> %  9<sup>th</sup> <u>  16  </u> %  11<sup>th</sup> <u>  24  </u> %</p>	<p>5<sup>th</sup> <u>  10  </u> %  7<sup>th</sup> <u>  10  </u> %  9<sup>th</sup> <u>  15  </u> %  11<sup>th</sup> <u>  10  </u> %</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by:</p>	<p>7<sup>th</sup> <u>  23  </u> %  9<sup>th</sup> <u>  22  </u> %  11<sup>th</sup> <u>  21  </u> %</p>	<p>7<sup>th</sup> <u>  15  </u> %  9<sup>th</sup> <u>  15  </u> %  11<sup>th</sup> <u>  10  </u> %</p>
<p><b>Truancy Performance Indicator</b></p>		
<p>The percentage of students who have been truant will <b>decrease</b> annually by <u>  .5  </u> from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p>.1 %</p>	<p>.5 %</p>

<p style="text-align: center;"><b>Protective Factors Performance Measures from the California Healthy Kids Survey</b></p>	<p style="text-align: center;"><b>Most recent date: Fall, 2001  Baseline Data</b></p>	<p style="text-align: center;"><b>Biennial Goal (Performance Indicator)</b></p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will <b>increase</b> biennially by:</p>	<p style="text-align: center;">5<sup>th</sup> <u>61</u> %</p>	<p style="text-align: center;">5<sup>th</sup> <u>5</u> %</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will <b>increase</b> biennially by:</p>	<p style="text-align: center;">5<sup>th</sup> <u>5</u> %</p>	<p style="text-align: center;">5<sup>th</sup> <u>5</u> %</p>
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will <b>increase</b> biennially by:</p>	<p style="text-align: center;">5<sup>th</sup> <u>20</u> %</p>	<p style="text-align: center;">5<sup>th</sup> <u>10</u> %</p>





**Other Performance Measures**

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

<b>LEA Specified Performance Measures</b>  <b>(Process to Collect Data)</b>	<b>Baseline</b> <i>Data</i>	<b>Performance</b> <b>Indicator</b> <i>Goal</i>
Discipline files in SASI District suspension reports Discipline Review Hearings Administrative Hearings	<u>2001</u> 42 suspensions	The number of suspensions/expulsions due to tobacco, alcohol or drugs will be reduced 5% using this proactive technique.

**Science Based Programs (4115 (a)(1)(C) ):**

*The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.*

<b>Science-Based Program Name</b>	<b>Program ATODV Focus</b>	<b>Target Grade Levels</b>	<b>Target Population Size</b>	<b>Purchase Date</b>	<b>Staff Training Date</b>	<b>Start Date</b>
Too Good For Drugs	A T OD	K - 8	2450	3/29/04	7/23/04	7/26/04
Too Good For Drugs/Violence	A T OD V	9 - 12	1138	3/29/04	7/23/04	7/26/04

**Research-based Activities (4115 (a)(1)(C) ):**

*Based on the research cited in Appendix D, check the box for each activity that will be implemented as part of the comprehensive prevention program and provide other requested information.*

Check	Activities	Program ATODV Focus	Target Grade Level
X	After School Programs	ATODV	K - 12
X	Conflict Mediation/Resolution	V	4 - 12
X	Early Intervention and Counseling	ATODV	K - 12
	Environmental Strategies		
X	Family and Community Collaboration	ATODV	K - 12
	Media Literacy and Advocacy		
X	Mentoring	ATODV	7 - 12
X	Peer-Helping and Peer Leaders	ATODV	K - 12
X	Positive Alternatives	ATODV	K - 12
X	School Policies	ATODV	K - 12
X	Service-Learning/Community Service	ATODV	9 - 12
	Student Assistance Programs		
	Tobacco-Use Cessation		
	Youth Development Caring Schools Caring Classrooms		

**Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D) ):**

*For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA’s analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.*

The district has not selected but will research a scientifically based program. Our analysis will include data from CSS, CHKS, and CSSA. Activities will then be based on the selected program.

We have one school piloting “Building Effective Schools Together” (BEST). This program is recommended by the CDE Special Education Division. Waiver will be submitted if the program results consideration.

**Evaluation and Continuous Improvement (4115 (a)(2)(A) ):**

*Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA’s alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.*

The district has conducted the CHKS in 2001/02 and will continue to use it every other year as required. Students will complete pre/post after curriculum series to assess changes in knowledge, attitude, and intentions to use ATOD and participate in violence acts. Resiliency modules will be researched for use in the district. We will continue to utilize the services of our Community Resource Officer to provide information they may know about related to levels of ATODV.

**Use of Results and Public Reporting (4115 (a)(2)(B) ):**

*Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.*

**Data Collection Timeline**

1) CHKS data will continue to be collected in fall, 2003, 2005, 2006 and 2008.

**Reporting Timeline**

1) Education Service Department with assistance of Administrative Council, will develop an analysis of all data sources by February 1.

11. Evaluation results will be presented bi-annually to the School Board and to the Administrative Council.

12. Summary information will be presented to school site councils.

**Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E) ):**

*Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])*

The district defines the highest need students as students who receive Title I services, live in single parent households, English Language Learners, have emotional or mental health problems, have received numerous discipline citations, and/or are performing below standards.

1) At risk counselors are provided for students in grades 4 – 8.

**Coordination of All Programs (4114 (d)(2)(A) ):**

*Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.*

SDFSC and TUPE funds are blended to provide counseling to identified students in grades 4 – 8. Local administrators and/or the counselor help coordinate with other agencies.

**Parent Involvement (4115 (a)(1)(e) ):**

*Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.*

Parents are involved in our district at many levels, such as planning and designing programs, implementing strategies as volunteers in the classroom and after school, and volunteering on committees such as School Site Councils, and parent/teacher organizations. Parents are recruited from all ethnic and socioeconomic groups in our district to be representatives on the above committees. Regular communications through the beginning of the year welcome package and our parent newsletter will continue to inform parents of a variety of issues and report out survey results yearly. Other notification procedures on such issues as “Parent Choice Options” and Safe School Status are in place to meet the required timelines indicated by NCLB.

**TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):**

*Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.*

Once pregnant minors or minor parents are identified by the district they will meet with a counselor from their school. The counselor assesses and coordinates with county agencies to determine what services are needed.

**TUPE Funded Positions (Health & Safety Code 104420(b)(3) ):**

*Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b][3])*

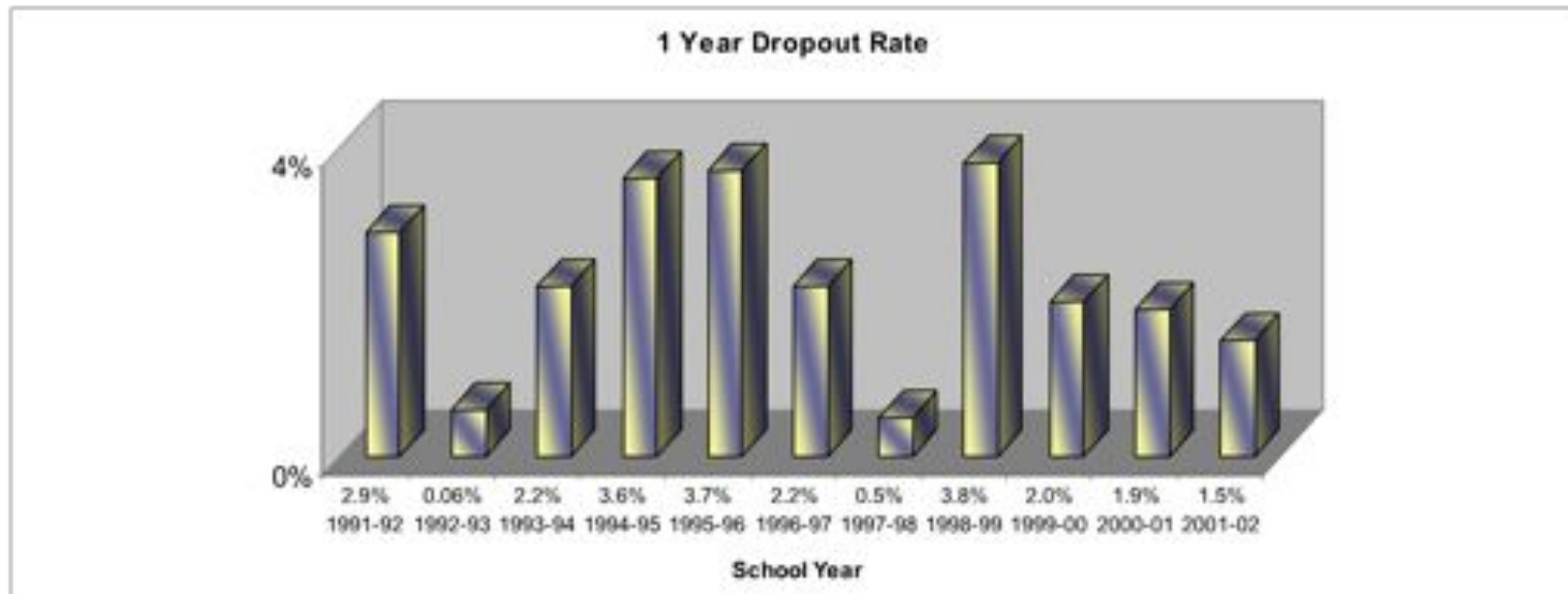
<b>Position/Title</b>	<b>Full time equivalent</b>
<b>At risk counselor</b>	.3 FTE

**Performance Goal 5: *All students will graduate from high school.***

12th Grade Enrollment and 12th Grade Graduates in California Public Schools

0561564 -- CALAVERAS UNIFIED, 2001-02

District Code	Grade 12 Enrollment	Graduates	<a href="#">Click to view details</a>
District Total	302	236	
<a href="#">County Total</a>	576	496	
<a href="#">State Total</a>	365,907	325,895	





California High School Exit Examination  
 Demographic Summary for All Students Tested  
 English-Language Arts (Combined 2002)

File Date: 12/4/2002

County: [05 Calaveras](#)

District: 61564 Calaveras Unified

Number of Students Tested: 60

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
All Students Tested (Average)	60	30	50%	30	50%	349
<b>Grade</b>						
Tenth	60	30	50%	30	50%	349
Eleventh	0	--	--%	--	--%	--
Twelfth	0	--	--%	--	--%	--
Adult ed.	0	--	--%	--	--%	--
Unknown	0	--	--%	--	--%	--
<b>Gender</b>						
Male	44	23	52%	21	48%	351
Female	15	6	40%	9	60%	343
Unknown	1	--	--%	--	--%	--
<b>Race/Ethnicity</b>						
American Indian or Alaska Native	0	--	--%	--	--%	--
Asian	1	--	--%	--	--%	--

Pacific Islander	0	--	--%	--	--%	--
Filipino	0	--	--%	--	--%	--
Hispanic or Latino	5	--	--%	--	--%	--
African American (not of Hispanic origin)	0	--	--%	--	--%	--
White (not of Hispanic origin)	54	27	50%	27	50%	350
Unknown	0	--	--%	--	--%	--
<b>Language Fluency</b>						
English Only Students	58	30	52%	28	48%	350
Initially Fluent English Proficient (IFEP)	1	--	--%	--	--%	--
Redesignated Fluent English Proficient (RFEP)	0	--	--%	--	--%	--
English Learner Students	1	--	--%	--	--%	--
Unknown	0	--	--%	--	--%	--
<b>Economic Status</b>						
Non-Economically Disadvantaged Students	52	29	56%	23	44%	353
Economically Disadvantaged Students	8	--	--%	--	--%	--
Unknown	0	--	--%	--	--%	--
<b>Special Education Program Participation</b>						
Students Receiving Services	19	1	5%	18	95%	322
Students Not Receiving Services	41	29	71%	12	29%	361

\*Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS).

The average of these two scores is listed above. The Writing Applications score counts as 30% of the Total English-Language Arts score

California High School Exit Examination  
Demographic Summary for All Students Tested  
Mathematics (Combined 2002)  
File Date: 12/4/2002

County: [05 Calaveras](#)  
 District: 61564 Calaveras Unified

Number of Students Tested: 130

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
All Students Tested (Average)	130	41	32%	89	68%	339
<b>Grade</b>						
Tenth	130	41	32%	89	68%	339
Eleventh	0	--	--%	--	--%	--
Twelfth	0	--	--%	--	--%	--
Adult ed.	0	--	--%	--	--%	--
Unknown	0	--	--%	--	--%	--
<b>Gender</b>						
Male	65	21	32%	44	68%	340
Female	64	20	31%	44	69%	339
Unknown	1	--	--%	--	--%	--
<b>Race/Ethnicity</b>						
American Indian or Alaska Native	0	--	--%	--	--%	--
Asian	1	--	--%	--	--%	--
Pacific Islander	0	--	--%	--	--%	--
Filipino	0	--	--%	--	--%	--
Hispanic or Latino	11	2	18%	9	82%	328
African American (not of Hispanic origin)	0	--	--%	--	--%	--
White (not of Hispanic origin)	118	39	33%	79	67%	340
Unknown	0	--	--%	--	--%	--

<b>Language Fluency</b>						
English Only Students	125	39	31%	86	69%	339
Initially Fluent English Proficient (IFEP)	4	--	--%	--	--%	--
Redesignated Fluent English Proficient (RFEP)	0	--	--%	--	--%	--
English Learner Students	1	--	--%	--	--%	--
Unknown	0	--	--%	--	--%	--
<b>Economic Status</b>						
Non-Economically Disadvantaged Students	108	38	35%	70	65%	342
Economically Disadvantaged Students	22	3	14%	19	86%	329
Unknown	0	--	--%	--	--%	--
<b>Special Education Program Participation</b>						
Students Receiving Services	22	0	0%	22	100%	317
Students Not Receiving Services	108	41	38%	67	62%	344

**Planned Improvements: High School Graduation Rates, Dropouts, and AP**

*This section of the plan is intended to reflect the LEA’s efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA’s efforts to ensure that all students have equal access to advanced placement (AP) opportunities.*

<b>Performance Indicator</b>	<b>Activities/Actions</b>	<b>Students Served</b>	<b>Timeline/ Person(s)</b>	<b>Benchmarks/ Evaluation</b>	<b>Funding Source</b>
------------------------------	---------------------------	------------------------	----------------------------	-------------------------------	-----------------------

			<b>Involved</b>		
<b>5.1 (High School Graduates)</b>	<p>1) All students complete four-year academic plans upon enrollment.</p> <p>2) Parents are notified of graduation requirements.</p> <p>3) Administrators are assigned to all students, and schedule annual meetings to assess progress.</p> <p>4) Notices are sent to parents concerning progress; conferences are scheduled when needed.</p>	All students/All parents	<p>1) Administrators at enrollment.</p> <p>2) Administrators and parents / annually</p> <p>3) Administrators / ongoing</p> <p>4) Administrators, parents/as needed</p>	The district will raise its graduation rate from 75%(2000-01) to 85% by 2008.	General funds 10 <sup>th</sup> Grade Counseling
<b>5.2 (Dropouts)</b>	<p>1) Student government</p> <p>2) Athletic teams for males and females</p> <p>3) Interact Club</p>	<p>1) 25 Elected student leaders</p> <p>2) 300 student athletes</p> <p>3 - 6) 70 student</p>	<p>1) Administrators /ongoing</p> <p>2) Coaches/annual by season</p> <p>3 - 6) Teachers/ongoing</p>	The dropout rate will decrease from 1.9% to .4% by 2008	General Fund

	<p>4) Religious affiliated clubs</p> <p>5) Mecha Club</p> <p>6) Golden Card Club</p>	<p>members</p>			
<p><b>5.3 (Advanced Placement)</b></p>	<p>1) UC outreach program</p> <p>2) Parent information night</p>	<p>1) Students whose parents/relatives have not attended higher education</p> <p>2) Low-income students, All students</p>	<p>High school administrators</p>	<p>1)The number of students enrolled in AP classes will increase from 80 students (14%) (2001-02) to 20% by 2008.</p> <p>2) The number of AP classes / selections offered will increase by 25% by 2008.</p>	<p>1) AP Challenge Grant</p> <p>2) General funding</p>

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### **Additional Mandatory Title I Descriptions**

Please describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The district must allocate Title I funds to participating schools in rank order on the basis of the total number of children from low-income families in each school (pg. 7 of the 02-03 Con App, Part I).

The district must serve, in rank order of poverty, all schools above 75% poverty first. Only after these schools have been served, may lower-ranked schools be served.

If the district serves any school below 35% poverty, all participating schools must be allocated an amount for each low-income child that is at least 125% of the allocation per low-income child.

The district is not required to allocate the same per-pupil amount to each school, provided the higher per-pupil amounts are allocated to schools with higher concentrations of poverty.

The district may determine different per-child amounts for different grade spans as long as those amounts do not exceed the amount allocated to any school above 75% poverty. Per-pupil amounts within grade spans may also vary as long as the higher per-pupil amounts are allocated to schools with higher poverty rates.



<b>School</b>	<b>Enrollment</b>	<b># Low income</b>	<b>\$ Low income</b>	<b>Title I Rank</b>
Rail Road Flat EL	104	73	70.2%	1**
West Point El	185	127	68.6%	2**
San Andreas El	403	199	49.4%	3**
Valley Springs El	473	171	36.2%	4**
Toyon Middle	601	198	32.9%	5**
Mokelumne Hill El	121	36	29.8%	6
Jenny Lind El	711	200	28.1%	7
Gold Strike High	0 *	245	19.9%	8
West Point High	0 *	245	19.9%	9
Jenny Lind High	0 *	245	19.9%	10
Calaveras High	1229 *	245	19.9%	11
Sierra Hills	7	0	0%	12
Ca Ed Transistions	12	0	0%	13

\*Continuation schools cover the same attendance areas as Calaveras High School. Enrollment numbers have been combined. Each of the schools' numbers reflects the total of all 4 high schools.

\*\*Eligible for Title I funds. Toyon Middle School falls below 35%, so funds are allocated at 125%.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115 will identify the eligible children most in need of services under this part.

Eligible students in grades 3 - 12 are those identified by the school as performing below proficiency level in language arts and/or math on the California Content Standards Test.

Eligible students in K – 2 are identified by teacher judgment, parent interview, District K-1 assessment and performance tasks.

**Additional Mandatory Title I Descriptions**  
(continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

Title I funds must supplement the basic program, so that if these funds were to be eliminated, the core instructional program would remain intact.

Examples of allowable programs are:

- increased learning time
- supplemental support of the core academic curriculum
- special grouping or tutoring to assist low performing students
- counseling
- pupil services
- college and career awareness and preparation
- academic intervention programs
- after-school and summer school
- individual student academic assessment (except the CELDT and the cAT-6)
- parent outreach and education

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116 as in need of improvement.

The district corrective actions include one or more of the following:

- assist the school(s) to analyze data and budgets
- develop or revise Single School Plan for Student Achievement based on scientifically based research to strengthen the core academic subjects and address specific academic issues
- provide professional development that directly addresses the academic achievement problem
- establish specific annual, measurable objectives for continuous and substantial progress by each group of low performing students

Please describe the actions the LEA will take to implement public school choice and Supplemental Services, consistent with the requirements of Section 1116.

### **School Choice**

- 1) The district will notify all parents if a school is in Program Improvement.
- 2) The district notifies all parents by April 15 through the US Postal Service in accordance with the District's Open Enrollment Policy using the intra district transfer agreement. Parents are given a choice of three non Program Improvement schools. Lack of capacity of the receiving school will not deny admission to the child. The district will provide transportation to the school of choice utilizing the following letter:

**CALAVERAS UNIFIED SCHOOL DIS**

3304-B Hi

P.C

San Andreas,

April 1, 2003

To Parents of West Point Students:

Federal law requires school districts to notify parents when a school is identified as a Program Improvement. West Point Elementary has made tremendous academic growth and did meet its state assigned target for Adequate Yearly Progress. West Point’s Academic Performance Index is 695 with a statewide rank of 5. However, as required by federal law, a school must make progress for two consecutive years before it can exit Program Improvement status.

Parents of children attending Program Improvement schools are given the option of transferring their child to another public school in the district that is not in Program Improvement as long as the district’s open enrollment policy is followed. Calaveras Unified School District will provide transportation for West Point students who transfer to the following schools:

	Academic Performance Index	Has Met Adequate Yearly Progress	
	2002	2000-01	2001-02
Rail Road Flat Elementary	730, statewide rank: 7	Yes	No
San Andreas Elementary	708, statewide rank: 6	Yes	No
Mokelumne Hill Elementary	755, statewide rank: 7	Not a Title 1 school (May not receive Title 1 funding for 2003/04)	

If you wish to transfer your child, please complete the attached application and send it to Calaveras Unified School District Educational Services Department, 350 High School Street – IMC Building, San Andreas, CA 95249. Completed applications must be received no later than April 30, 2003. In the case that we are unable to transfer every child whose parent applies, or unable to transfer every child in the same family, first priority will be given to low-income students furthest away from meeting grade level standards.

If the transfer is approved, the district will provide transportation for your child as long as West Point Elementary remains in Program Improvement. When West Point Elementary progresses out of Program Improvement status, your child may remain at the transfer school, but the district will no longer provide transportation.

We are very proud of the West Point Elementary staff and students who work together to create a positive learning community. Great strides have been made to improve student achievement. The commitment and dedication of each and every staff member will ensure your child’s opportunity to obtain a high quality education and meet or exceed academic standards at West Point Elementary.

\_\_\_\_\_  
Sharon Knick, Principal

\_\_\_\_\_  
Betty White, Director of Curriculum

\_\_\_\_\_  
James Frost, Superintendent

## Supplemental Services

1) The district will notify parents of low performing students that his/her child may be eligible to receive supplemental services utilizing the following letter:

### CALAVERAS UNIFIED SCHOOL DISTRICT

350 High School Street – IMC Bldg.

P.O. Box 788

San Andreas, CA 95249

(209) 754-2118

Fax: (209) 754-2261

December 16, 2002

Dear Parent:

We've determined that your child *may* be eligible to receive Supplemental Education Services (extra academic assistance) to help your child improve his/her academic performance. If you choose to enroll your child, you will be able to select a program that best fits your child's needs. There is no charge to the family for these services.

One of the most important features of Supplemental Services is that the parents make the choices for their children. You will be able to choose from a list of approved providers (including Calaveras Unified School District). This list is available from your school office.

There are only a limited number of spaces in the Supplemental Services program, so we may not be able to provide services to every child whose parent applies. Priority will be given to low-income students furthest away from meeting grade level standards. If you wish to enroll your child in the Supplemental Services program, you must request an application from the school office and submit the completed form ***no later than January 31, 2003.***

If you would like to request an application, need assistance in selecting a provider, or have any questions about the program, please contact the school office at 293-4255.

Sincerely,  
Betty White,  
Director of Curriculum

2) The district will use the following forms to develop a set of student achievement goals, an assessment of progress, and a timeline with the parent and provider:

**Calaveras Unified School District  
Supplementary Services Agreement**

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_ School: \_\_\_\_\_

Parent selected provider: \_\_\_\_\_

Special services this student receives:

- English Language Development       Special Education

**Parent AGREES to release the following information**

(#1-5 below) regarding their child to the selected provider. \_\_\_\_\_

\_\_\_\_\_  
parent initials

- The supplemental service provider AGREES NOT to disclose to the public the identity of this student without written consent of the parent.

\_\_\_\_\_  
provider initials

**1.** Describe the specific achievement goals (consult Handbook of Goals & Objectives - CARS+), timeline (must be consistent with student's IEP if applicable), and methods of measurement.

Present levels of performance/ statement of need	Goals and Objectives/Benchmarks	Methods of Measurement
_____ _____ _____ _____ _____ _____ _____ _____ _____	Grade level Goal: _____ By (date): _____ Student will: _____ _____ Objectives/Benchmarks: _____ _____ _____	<input type="checkbox"/> Observation/Charting <input type="checkbox"/> Work Samples <input type="checkbox"/> Teacher Made tests <input type="checkbox"/> Criterion Referenced <input type="checkbox"/> Standardized Test <input type="checkbox"/> Documentation <input type="checkbox"/> Other: _____

	Grade level Goal: _____ _____	
	By (date): _____	<input type="checkbox"/> Observation/Charting
	Student will: _____	<input type="checkbox"/> Work Samples
	_____	<input type="checkbox"/> Teacher Made tests
	Objectives/Benchmarks: _____	<input type="checkbox"/> Criterion Referenced
	_____	<input type="checkbox"/> Standardized Test
	_____	<input type="checkbox"/> Documentation
	_____	<input type="checkbox"/> Other: _____

2. How will the parents and classroom teacher be regularly informed of student progress?

bimonthly  monthly  other \_\_\_\_\_

Notification will be by:

written progress report  parent/teacher conference

3. Services to be provided at school site:

sessions each week \_\_\_\_\_ days \_\_\_\_\_ time \_\_\_\_\_

individual  small group  large group

4. Attendance: Students must attend supplemental services on a regular basis. Absences in excess of 5 sessions will result in termination of services.

5. Termination of services: The parent, district representative, and supplemental services provider have the right to terminate services if the provider is unable to meet stated goals and timelines. Parents will notify in writing their request to terminate the services of the provider.

Services are limited to the per student allocation of \$ 800.00 for the 2002/2003 school year

\_\_\_\_\_  
Parent/Guardian signature      date

\_\_\_\_\_  
Provider signature      date

\_\_\_\_\_  
Principal signature      date

\_\_\_\_\_  
District Representative      date

**Additional Mandatory Title I Descriptions**  
(continued)

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with sections 1118 and 1119.

The district's Personnel Dept. will identify specific teacher and principal needs based on the definition of "highly qualified" teacher.

\*See Highly Qualified Teacher exhibit, pg. 92



**Additional Mandatory Title I Descriptions**  
(continued)

***Coordination of Educational Services***

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as:

Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

Refer to charts on pages 39-40,55-56.

I. District Student Achievement Goal: By June, 2008, 51% of the English Learners, 64% of socio-economic disadvantaged, and 58% of students with disabilities will be proficient or advanced on the Language Arts portion of the California Content Standards Test.

II. District Student Achievement Goal: By June, 2008, 52% of the English Learners, 61% of socio-economic disadvantaged, and 59% of students with disabilities will be proficient or advanced on the Math portion of the California Content Standards Test.

Action Step #1: Instruction will be provided using scientifically based materials.

Timeline:

- All teachers have California Content Standards and ELD Standards for their grade level.
- All teachers have and use state adopted materials to teach reading, language arts, math, and ELD.
- By June, 2006 all teachers will use scientifically based effective teaching strategies.
- By June, 2007, all teachers will formatively assess students on progress toward standards.
- By June, 2008, all teachers will use student assessment results to inform and improve their instruction.

Provider or Program

- Educational Services Dept. will coordinate above stated programs.

Budget Source

- Educational Services Dept. will use general fund , instructional materials fund, EIA/LEP, Title I, Title II and various grant monies.

**Part III**  
**Assurances and Attachments**

*Assurances*

*Signature Page*

*Appendix*

*Appendix A: California's NCLB Performance Goals and Performance Indicators*

*Appendix B: Links to Data Web sites*

*Appendix C: Science-Based Programs*

*Appendix D: Research-based Activities*

*Appendix E: Promising or Favorable Programs*

*Appendix F: NCLB Legislation, Sections 1111 through 1120*

## **ASSURANCES**

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

### **GENERAL ASSURANCES**

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.

6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency’s or the Secretary’s duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

**TITLE I, PART A**

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to

ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).

26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

## **TITLE I, PART D – SUBPART 2**



31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

## **TITLE II, PART A**

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:  
**(A) have the lowest proportion of highly qualified teachers;**  
**(B) have the largest average class size; or**  
**(C) are identified for school improvement under section 1116(b).**
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This

needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

## **TITLE II, PART D**

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.

- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
  - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance-learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
  - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
  - Collaboration with adult literacy service providers.
  - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
  - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5) ) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the

Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:

- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
- is enforcing the operation of such technology protection measure during any use of such computers by minors; and
- has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
- Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

### **TITLE III**

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

#### **TITLE IV, PART A**

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.

48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:

- Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
  - Allows a teacher to communicate effectively with all students in the class.
  - Allows all students in the class to learn.
  - Has consequences that are fair, and developmentally appropriate.
  - Considers the student and the circumstances of the situation.
  - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

### **TITLE IV, PART A, SUBPART 3**

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

### **TITLE V, PART A**

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;
- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
  
- will be submitted to the SEA at the time and in the manner requested by the SEA.

**New LEAP Assurances**

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)



57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

**Other**

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state’s assessments program.

**SIGNATURE PAGE**

James L. Frost  
Print Name of Superintendent

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

## APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

### California's NCLB Performance Goals and Performance Indicators

**Performance Goal 1:** *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.*

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i). )
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i). )
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

**Performance Goal 2:** *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

- 2.1. **Performance indicator:** The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.

- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State’s assessment, as reported for performance indicator 1.1.
- 2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported for performance indicator 1.2.

**Performance Goal 3: *By 2005-2006, all students will be taught by highly qualified teachers.***

- 3.1 **Performance indicator:** The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in section 9101(34). )
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d). )

**Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.***

- 4.1 **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

**Performance Goal 5: *All students will graduate from high school.***

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
  - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 **Performance indicator:** The percentage of students who drop out of school:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
  - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

## APPENDIX B

### *Links to Data Web sites*

Below is a listing of Web site links for accessing district-level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)  
< <http://www.cde.ca.gov/psaa/api/index.htm> >
- California Basic Educational Data System (CBEDS)  
< <http://www.cde.ca.gov/demographics/coord/> >
- California English Language Development Test (CELDT)  
< <http://www.cde.ca.gov/statetests/celdt/celdt.html> >
- California High School Exit Exam (CAHSEE)  
< <http://www.cde.ca.gov/statetests/cahsee/eval/eval.html> >
- California Standardized Test (CST)  
< <http://www.cde.ca.gov/statetests/index.html> >
- DataQuest  
< <http://data1.cde.ca.gov/dataquest/> >
- School Accountability Report Card (SARC)  
< <http://www.cde.ca.gov/ope/sarc/> >
- Standardized Testing and Reporting (STAR) Program  
< <http://www.cde.ca.gov/statetests/star/index.html> >

## APPENDIX C

### Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: < <http://www.californiahealthykids.org> > (California Healthy Kids Resource Center: Research-Validated Programs)

B: < <http://www.colorado.edu/cspv/blueprints/model/overview.html> > (University of Colorado: Blueprints)

C: < [http://modelprograms.samhsa.gov/model\\_prog.cfm](http://modelprograms.samhsa.gov/model_prog.cfm) > (Center for Substance Abuse Prevention: Model Programs)

D: < <http://www2.edc.org/msc/model.asp> > (United States Department of Education: Expert Panel)

E: < <http://www.gettingresults.org/> > (Getting Results)

### School-Based Programs

Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E
Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,

Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
<b>Community and Family-based Programs</b>							
	Intended program outcomes and target setting. See research for proven effectiveness						
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

## APPENDIX D

### Research-based Activities (4115 (a)(1)(C)):

The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

<b><i>Research-based Activities</i></b>	
<b>Activities</b>	<b><i>Research Summaries Supporting Each Activity:</i></b>
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48, page 76-79, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81 Getting Results Part I, page 104-106 Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72 Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83 Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123 Getting Results Part I, page 136-137 Getting Results Part II, page 28 Getting Results Update 1



## APPENDIX E

### Promising or Favorable Programs

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

- A: < <http://www.californiahealthykids.org> > (California Healthy Kids Resource Center)  
 B: < <http://www.colorado.edu/cspv/blueprints/model/overview.html> > (University of Colorado: Blueprints)  
 C: < [http://modelprograms.samhsa.gov/model\\_prog.cfm](http://modelprograms.samhsa.gov/model_prog.cfm) > (Center for Substance Abuse Prevention)  
 D: < <http://www2.edc.org/msc/model.asp> > (United States Department of Education: Expert Panel)  
 E: < <http://www.gettingresults.org/> > (Getting Results)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D

Linking the Interests of Families and Teachers (LIFT)	1 to 5					x		B, C, D
Lion's Quest Working Toward Peace	5 to 9					x		D
Massachusetts Tobacco Control Program	7 to 12		X					C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x				D
Open Circle Curriculum	K to 5					x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x				C
PeaceBuilders	K to 8					x		D
Peacemakers Program	4 to 8					x		D
Peer Assistance and Leadership	9 to 12			x		x		C
Peer Coping Skills (PCS)	1 to 3					x		B
Peers Making Peace	K to 12					x		D
Personal/Social Skills Lessons	6 to 12		x					A
Preventive Intervention	6 to 8			x				B
Preventive Treatment Program	Parents			x		x		B
Primary Mental Health Project	Pre k to 3							D
Project Alive	K to 12		x					A
Project BASIS	6 to 8					x	x	C
Project Break Away	6 to 8		x	x				C
Project Life	9 to 12		x					A
Project PACE	4						x	C
Project SCAT	4 to 12		x					A
Project Status	6 to 12			x		x	x	B
Safe Dates	School					x		B
Say It Straight (SIS) Training	6 to 12	x						D
School Transitional Environmental Program	9 to 12			x		x	x	B
Smokeless School Days	9 to 12		x					A
Social Decision Making and Problem Solving	1 to 6	x				x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5						x	B
Socio-Moral Reasoning Development Program (SMRDP)	School					x		B
Storytelling for Empowerment	6 to 8	x		x				C
Strengthening Hawaii Families	Families			x				C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x				C
Syracuse Family Development Program	Family					x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x						C
Teenage Health Teaching Modules	6 to 12		x					C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x					A
The Scare Program	School					x		D
The Think Time Strategy	K to 9					x		D
Tinkham Alternative High School	9 to 12						x	C
Tobacco-Free Generations	8 to 12		x					A
Viewpoints	9 to 12					x		B
Woodrock Youth Development Project	K to 8	x	x	x			x	C
Yale Child Welfare Project	Families					x		B